

FLORIDA DEPARTMENT OF EDUCATION



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: WILLISTON HIGH SCHOOL	District Name: Levy
Principal: Eulin Gibbs	Superintendent: Robert Hastings
SAC Chair: Ric Webb	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/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Eulin Gibbs	B.S., M.S.	1	64	Transferred from State of Georgia
Assistant Principal	Traci M. Handlin	B.S. Secondary Ed – Eng M.S. Ed Leadership Ed.S. Curriculum and Instructional Mgt Admin English 6-12 Elementary Ed 1-6	4	3	Chiefland High School: 2007-08 C Williston Middle School: 2008-09 A Williston High School: RtI Teacher 2009-10 C, 79

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					Assistant Principal 2010-11 B, 82 Assistant Principal 2011-12, Grade Pending,
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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Coach	Jennifer Dola	B.S. Elementary Ed Elementary 1-6 Language Arts 5-9 Reading Endorsed	3	4	Joyce Bullock Elementary School: Reading Coach 2005-06 B Williston High School: RtI Coach 2010-11 B, 82 RtI Coach 2011-12, Grade Pending,
Math Coach	Kelly Watkins	B.S. Business Admin - Marketing and Finance Mathematics 5-9 Reading Endorsement ESOL Endorsement	2	2	Bronson Middle/High School: 2006-07 C, 85 2007-08 B, 74 2008-09 B, 79 2009-10 B, 74 2010-11 B, 92 Math Coach Williston High School, Grade Pending,
Science Coach	LuAnn Stipp	B.S. Earth Science - General Science M.S. Secondary Ed Earth Science 9-12 General Science 6-12	2	2	New York – Earth Science Honors: 2008-09, 100% of students earned a Level 4 (85% or better) 2009-10, 100% of students earned a Level 4 (85% or better) 2010-11, 99% of students earned a Level 4 (85% or better) New York – General Science Grade 8: 2010-2011, 95% of students earned Levels 3 and 4 (Proficiency) Williston High School, Grade Pending,

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. New Teacher Mentoring Program	Administration	Ongoing
2. New Teacher Cadre Meetings	Administration	Ongoing
3. College Campus Job Fairs and e-recruiting at Universities	District Personnel and Principal	June 2012 NEFEC Career

June 2012

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		FAIR	
4. Use of <i>Teachers to Teachers</i> website	Administration	N/A	Used as needs arise
5. An on-line application provided through the district website that principals and other administrators may view directly is in use.	Administration	N/A	Used as needs arise
6. Recruitment/retention bonuses offered through SIG funds.	Administration	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
None	

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
44	7%	20%	37%	36%	48%	93%	16%	5%	16%

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
Amy Lowyns	Sophie Spratley	This mentor is certified in English 6-12, Reading Endorsed, ESOL Endorsed, and has her Master’s degree. This is a veteran teacher that is highly qualified and shows leadership qualities.	
April Palmer	Cyndi Fields	This mentor has her Master’s Degree and is certified in Social Studies 6-12. She is the a	

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		department chair, a veteran teacher, highly qualified, and shows many leadership qualities.	
Jennifer Dola	Marguerite Gandy	The mentor is an experienced educator certified in Elementary Education, Language Arts 5-9, and is Reading Endorsed. She is also Clinical Ed Trained and a trainer for a multitude of educational programs, and is a skilled facilitator	
Kimberly Nivala	Angela O'Driscoll	This mentor is certified in Business Education. This is a veteran teacher that is highly qualified with many leadership qualities.	
April Palmer	Eric Heerschap	This mentor has her Master's Degree and is certified in Social Studies 6-12. She is the department chair, a veteran teacher, highly qualified, and shows many leadership qualities.	
Jennifer Dola	Joshua Ray	The mentor is an experienced educator certified in Elementary Education, Language Arts 5-9, and is Reading Endorsed. She is also Clinical Ed Trained and a trainer for a multitude of educational programs, and is a skilled facilitator	
	Henry Cobb		
Kimberly Nivala	FrankClegg	This mentor is certified in Business Education. This is a veteran teacher that is highly qualified with many leadership qualities.	

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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)

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School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. Jennifer Dola, John Stone, Eulin Gibbs, Traci Handlin, Jeanine Joiner, Karen Warren, LuAnn Stipp, Kelly Watkins
<p>Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?</p> <ul style="list-style-type: none">• Discuss the needs of the students.• Review and brainstorm strategies to help students make progress.• Review and analyze the data to see how we can improve instruction as a whole.• Identify students who need additional support.• Share with staff the conclusions drawn from the data.• Review and analyze discipline statistics through the PBS Team.• RtI works closely with PBS team and SIP team to help communicate areas of improvement and trends represented in the data. <p>The chair (J. Stone) will facilitate the meeting, complete and maintain the required paperwork, and coordinate the day to day operations of the team; the recorder (T. Handlin) will record information discussed at the meeting; the timer (K. Warren) will monitor the team's use of time. The problem solving team will also meet when a teacher referral has been made to discuss concerns and develop interventions to address the areas of concern, as well as share effective practices, evaluate the effectiveness of interventions, and make decisions in regards to academic and behavioral problem solving interventions.</p> <p>The graduation coach (Jeanine Joiner), after developing a tiered system of support for students flagged through the Early Warning System, will work in concert with the RtI Team to address students' needs.</p>
<p>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?</p> <p>The team will progress monitor via SBLC Interim Assessments, FAIR, and CIM checks in order to determine progress levels of identified Level 1 and 2 students, as well as those students in need of additional intervention. With the input of the content area teacher, a specific individualized plan will be written to address deficiencies, both academically and behaviorally. The student in need of Tier III services will receive individual or small group services to remediate skills as outlined in the school improvement plan.</p>
MTSS Implementation
<p>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.</p> <p>FCAT/Florida Writes/EOC – Initial Screening FAIR/Interim Assessments – Diagnostic Tool/On-going Progress Monitoring Tool Students in the bottom quartile will be identified using the FCAT/EOC. All students will be given the FAIR and the Interim Assessments to further diagnose specific learning issues. Identified students will then receive Tier 2 services and those requiring more, and not making progress within the second tier, will also receive Tier 3 services. Data Chats, consisting of teachers and RtI Leadership Team (PST) will be held to identify students in need of further services (Tier II and Tier III), and review/monitor student</p>

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progress. PST's will meet once a month to brainstorm and review the effectiveness of strategies being used to improve student performance. FAIR and Interim Assessment data will be generated three times per year and analyzed to further address individual needs in mastering benchmarks.

Describe the plan to train staff on MTSS.

The RtI team will meet with the staff as a whole to:

Share the components of RtI

Share the benefits of implementing RtI and discuss the barriers to implementing RtI

Share the changes to be expected and the required commitments and resources needed to implement the RtI process.

The RtI teacher (John Stone), and the instructional coaches (Jennifer Dola, LuAnn Stipp, Kelly Watkins) will work together to provide ongoing training and follow-up with WHS staff.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT). **Jennifer Dola, Eulin Gibbs, Traci Handlin, Catherine Mueller, Cindy Penny, Sally Holton, Amy Lowyns, Sophie Spatley, Lucille Skipper, Marguerite Gandy, Bobbie Gowland, Jeanine Joiner, April Palmer, Joshua Ray, Luann Stipp, John Stone, Karen Warren**

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

- Support learning and teaching for the ENTIRE student body, teachers, and educational leaders
- Enhance the literary environment
- Build a literacy culture through collegiality and collaboration

The Chair (Jennifer Dola) will facilitate the meeting, complete and maintain the required paperwork, and coordinate the day to day operations of the team; the recorder (C. Penny) will record information discussed at the meeting; the timer (C. Mueller) will monitor the team's use of time. The team will problem solve for areas of concern and develop strategic plans to implement the school based literacy plan.

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

The major initiatives for the LLT this year will be to implement a School-Based Literacy Plan and to enhance the literacy environment (making reading an enjoyable endeavor for the entire school).

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Public School Choice

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

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

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

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

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

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

**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?

Williston High School offers Agritechology, Animal Science and Services, Biotechnology, Horticulture, Digital Design, Accounting Operations, Administrative Assistant, and Health Science courses that allow students to apply skills in a real world, work environment. Horticulture and the Business Academy Programs became CAPE academies in 2010-2011. CAPE (Career and Professional Education) Academies provide students with rigorous coursework that is integrated with core academics. Students also participate in job shadowing activities and possible internships, earn articulated college credit, and have the opportunity to earn National Industry Certifications. Students leave the CAPE academy with the skills and credentials to move into both the world of work and into postsecondary education.

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

Students entering Williston High School have completed a Career Planning course and have an electronic personal education plan (ePEP). The High School Guidance department meets with all incoming 9th graders, and the Career and Technical Education instructors make presentations to incoming 9th graders as well. Additionally, all incoming 9th grade students will be enrolled in a Critical Thinking course using the Career Choices program/materials. The course and curriculum used helps students to connect interests and skills with occupations, college majors, and school information in order to make plans for high school, post secondary, and beyond. Students enrolled in CTE (Career and Technical Education) courses also participate in Career and Technical Service Organizations (CTSO) that expose students to the various components of related careers. Students in CTSO's visit college campuses and participate in contests throughout the school year making contact with business partners and future employers.

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](#).

A representative team of WHS teachers meet with Williston Middle School to facilitate student transition from middle to high school. In May, counselors

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provide academic and extracurricular information to students and parents of eighth graders and then appropriately schedule students for high school courses via individual counselor/student meetings. Additionally, all incoming 9th grade students will be enrolled in a Critical Thinking course using the Career Choices program. The course and curriculum used will help students connect interests and skills with occupations, college majors, and school information in order to make plans for high school, post secondary, and beyond.

An open house in September specifically addresses issues of incoming ninth graders and their parents. Information concerning curriculum, state mandates, academic counseling, programs and services, and areas of interest are discussed in a general session. Parents are also encouraged to schedule conferences as needed and are informed of additional services/information via the Skyward Family Access website.

WHS will also offer college/career fairs as a means of providing additional information regarding requirements needed for the postsecondary level. In addition, classroom teachers, guidance counselors, and the Graduation Coach will help to prepare students for life after high school through college readiness instruction, one-on-one and small group counseling, and job-readiness programs. Incoming 9th grade students complete interest surveys; all 10th grade students use PLAN to aid in career mapping and to match personal interests to careers; the ASVAB test is offered free of charge to all 11th and 12th grade students interested in the armed forces; and career planning and budget/life skills are a main area of focus within all Economic courses and the Advanced Algebra with Financial Applications courses. In addition, AP and dual enrollment courses also help students with the transition to college by providing college level coursework and the opportunity to earn college credits.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1.Rigor of classroom curriculum does not match that of the FCAT 2.0 test	1A.1.Increase rigor within all classroom through the use of: improved curriculum materials (i.e. online components of Springboard curriculum, alignment of Test Item Specifications with Spring board curriculum	1A.1. Classroom Teachers Instructional Coaches RTI Teachers Department Heads Administration	1A.1. Analyze and evaluate data from the evaluation tools during the PLC, Data, Lead Team and LLT meetings, along with data from classroom walkthroughs and observations.	1A.1. FCAT FAIR Interim Assessments CIM Checks Classroom Walkthroughs Teacher Observations Teacher Evaluations Data Chats
Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Increase the percentage of Level 3 students on the FCAT reading test.</i>	24%	27%	Initial training of CIS for first-year teachers and refresher training as needed.	Explicit skill focus lessons to bridge gaps; the use of college board/Next Generations CAR PD reading and critical thinking strategies Use of classroom library reading materials to support fluency and comprehension Increase the stamina of student reading with extended passages Increased non-fiction reading materials embedded throughout the curriculum and for explicit skill focus lessons			
			Majority of students may not do the project	Increased number/types of independent student project within all classrooms. All classroom teachers will use the Comprehension Instruction Sequence to read nonfiction text on a weekly basis for application of reading strategies. Incorporate monthly current event non-fiction articles with student annotation and analysis throughout all content areas.			

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			<p>Use of Acquisition Lessons (use PLC meetings to allow teachers time to prepare and plan Unit Acquisition Lessons</p> <p>Quarterly independent reading home assignments-essays and reports.</p> <p>Biweekly focus lessons on 14 tested benchmarks</p>			
		<p>1A.2. Lack of student engagement within the classroom</p> <p>Lack of appropriate training on hand on activities</p>	<p>1A.2. Increase the use of hands on/collaborative activities, interactive technology, high interest curriculum materials, and student centered learning throughout the curriculum, as well as classroom lessons and activities to address individual learning styles.</p> <p>Using Activating strategies within Acquisition Lessons (Max Thompson) For example, Anticipation guides, Wordsplashes, and Graphic Organizers</p> <p>Incorporating student collaboration (i.e. AVID strategies, numbered pairs, 10-2-2 Note-Taking Strategy.</p> <p>Incorporate more technology based activities-edmoto, blogs, clicker system</p> <p>Explicit skill focus lessons within the classroom supported by hands on activities and instructional tools (i.e. student response systems, flip cameras, interactive whiteboards).</p>	<p>1A.2. Classroom Teachers Instructional Coaches RtI Teachers Department Heads Administration</p>	<p>1A.2. Analyze and evaluate data from the evaluation tools during the PLC, Data, Lead Team and LLT meetings, along with data from classroom walkthroughs and observations.</p>	<p>1A.2. FCAT FAIR Interim Assessments CIM Checks Classroom Walkthroughs Teacher Observations Teacher Evaluations Data Chats</p>
		<p>1A.3. Lack of proficiency working with the use of NGSSS, item specs, and cognitive complexity levels of tested items.</p>	<p>1A.3. Continue to provide Professional Development and PLCs on Item Specs and cognitive complexity levels of tested items.</p>	<p>1A.3. Classroom Teachers Instructional Coaches RtI Teachers Department Heads Administration</p>	<p>1A.3. Analyze and evaluate data from the evaluation tools during the PLC, Data, Lead Team and LLT meetings, along with data from classroom walkthroughs and observations.</p>	<p>1A.3. FCAT FAIR Interim Assessments CIM Checks Classroom Walkthroughs Teacher Observations Teacher Evaluations Data Chats</p>

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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Reading Goal #1B: 100%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	100%	100%					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. Lack of enrichment activities that exceed rigor and grade level of current coursework.	2A.1. PLCs and Lesson Study to assist teachers in providing Quadrant D lessons and Real World learning applications, as well as student centered learning activities.	2A.1. Classroom Teachers Instructional Coaches RtI Teachers Department Heads Administration	2A.1. Analyze and evaluate data from the evaluation tools during the PLC, Data, Lead Team and LLT meetings, along with data from classroom walkthroughs and observations.	2A.1. FCAT FAIR Interim Assessments CIM Checks Classroom Walkthroughs Teacher Observations Teacher Evaluations Data Chats
Reading Goal #2A: <i>Increase the percentage of students achieving Level 4 or above in Reading</i>	2012 Current Level of Performance:* 21%	2013 Expected Level of Performance:* 24%	Have schedules/teaching assignments available at end of year	Implementation of consistent learning activities within the classroom that exceed students' current grade level/level of rigor.			
			Public library not open for students as needed	Require Summer Reading Assignments (choose from the SpringBoard List for each Unit)			
			Should be a school-wide requirement, school website, marqui, etc.				
			2A.2. Lack of necessary critical thinking skills utilized within the classroom to maintain and exceed current levels of understanding.	2A.2. PLCs to assist teachers with increased rigor and utilization of strategies specifically geared toward critical thinking within the classroom Cross-curricular, vertical alignment of standards and strategies for implementing critical thinking skills in all content areas.	2A.2. Classroom Teachers Instructional Coaches RtI Teachers Department Heads Administration	2A.2. Analyze and evaluate data from the evaluation tools during the PLC, Data, Lead Team and LLT meetings, along with data from classroom walkthroughs and observations.	2A.2. FCAT FAIR Interim Assessments CIM Checks Classroom Walkthroughs Teacher Observations Teacher Evaluations Data Chats
			2A.3. Limited number of students ready for taking advanced coursework	2A.3. Discussions with district personnel regarding the possibility of weighted grading scale for course offerings (i.e. Honors and Advanced Placement). Promote the benefits of advanced coursework in regards to college readiness, college entrance, scholarships, etc. with students and parents at Informational Nights, Open House, via local newspapers, SAC meetings, and school website	2A.3. Classroom Teachers Instructional Coaches RtI Teachers Department Heads Administration	2A.3. Analyze and evaluate data from the evaluation tools during the PLC, Data, Lead Team and LLT meetings, along with data from classroom walkthroughs and observations.	2A.3. FCAT FAIR Interim Assessments CIM Checks Classroom Walkthroughs Teacher Observations Teacher Evaluations Data Chats
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Reading Goal #2B: Continue to have students score proficient on Florida Alternate Assessment	2012 Current Level of Performance:* 100%	2013 Expected Level of Performance:* 100%					

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		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Rigor of classroom curriculum does not match that of the FCAT Reading test/EOC Assessments	3A.1. Increase rigor within all classrooms through the use of improved curriculum materials (i.e. online components of Springboard curriculum, alignment of <i>Test Item Specifications</i> with Springboard curriculum, and explicit skill focus lessons to bridge gaps); the use of College Board and Next Generation CAR PD reading and critical thinking strategies and the use of higher lexiled, more complex classroom library reading materials to support fluency and comprehension. Also, increase the stamina of student reading with extended reading passages; increased non-fiction reading materials embedded throughout the curriculum and for Explicit skill focus lessons; and increased number/types of independent student projects within all classrooms. In addition, all classroom teachers will use the Comprehension Instruction Sequence to read nonfiction text on a weekly basis for application of reading strategies. Use Activating Strategies within Acquisition Lessons (Max Thompson) For example anticipation guides, Wordsplashes, and graphic organizers. Incorporating student collaboration (i.e. AVID strategies-numbered pairs, 10-2-2 Note-Taking Strategy Incorporate CIS lessons into the Reading classes to maintain rigor.	3A.1. Classroom Teachers Instructional Coaches RtI Teachers Department Heads Administration	3A.1. Analyze and evaluate data from the evaluation tools during the PLC, Data, Lead Team and LLT meetings, along with data from classroom walkthroughs and observations.	3A.1. FCAT FAIR Interim Assessments CIM Checks Classroom Walkthroughs Teacher Observations Teacher Evaluations Data Chats
Reading Goal #3A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Increase the percentage of students making Learning Gains in Reading</i>	50%	65%					
			3A.2. Lack of students engagement within the classroom Students required to read above	3A.2. Increase the use of hands on activities, interactive technology, high interest curriculum materials, and student centered learning	3A.2. Classroom Teachers Instructional Coaches RtI Teachers	3A.2. Analyze and evaluate data from the evaluation tools during the PLC, Data, Lead Team and LLT	3A.2. FCAT FAIR Interim Assessments

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		frustration level causing immediate shut down	throughout the curriculum. Explicit skill focus lessons within the classroom supported by hands on activities. Norm consistent expectations for appropriate classroom behavior (i.e. sleeping of having your head down is not an option in ALL classes)	Department Heads Administration	meetings, along with data from classroom walkthroughs and observations.	CIM Checks Classroom Walkthroughs Teacher Observations Teacher Evaluations Data Chats
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.		3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<u>Reading Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
Students on Alternate assessment will continue to make learning gains.	100%	100%				
		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 group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading. Reading Goal #4A: <i>Increase the percentage of students in the bottom quartile making Learning Gains in Reading.</i>			4A.1. Lack of fidelity in implementation of Intensive Reading Programs due to class oversize, lack of technology, lack of materials at the appropriate levels	4A.1. Provide training/modeling for teachers to implement Reading programs successfully and with fidelity. Investigate the use of alternate research based Intensive Reading programs to better address learner needs.	4A.1. Classroom Teachers Instructional Coaches RtI Teachers Department Heads Administration	4A.1. Analyze and evaluate data from the evaluation tools during the PLC, Data, Lead Team and LLT meetings, along with data from classroom walkthroughs and observations.	4A.1. FCAT FAIR Interim Assessments CIM Checks Classroom Walkthroughs Teacher Observations Teacher Evaluations Data Chats
			4A.2. Students' lack of language acquisition skills for vocabulary development, fluency, and reading comprehension. The availability to observe model classrooms.	4A.2. Increase the use of reading passages to challenge individual learners; increase the use of consistent learning activities, reading strategies, and critical thinking activities for word analysis, fluency, vocabulary acquisition and reading comprehension within all classrooms. Weekly Root Word Vocabulary lessons (Latin and Greek) Direct, Explicit instruction of Vocabulary in all classes.	4A.2. Classroom Teachers Instructional Coaches RtI Teachers Department Heads Administration	4A.2. Analyze and evaluate data from the evaluation tools during the PLC, Data, Lead Team and LLT meetings, along with data from classroom walkthroughs and observations.	4A.2. FCAT FAIR Interim Assessments CIM Checks Classroom Walkthroughs Teacher Observations Teacher Evaluations Data Chats
			4A.3. Students' lack of confidence in themselves and their ability to be successful on standardized tests.	4A.3. Design and scaffold instruction and learning activities to prepare students and allow them to become more successful. Continue to offer students test prep and tutoring opportunities (i.e. within the school day via resource labs and after school) in order to build upon skills for success and increase comfort with test taking experiences. Student Incentives-competitions between grade levels or English Classes.	4A.3. Classroom Teachers Instructional Coaches RtI Teachers Department Heads Administration	4A.3. Analyze and evaluate data from the evaluation tools during the PLC, Data, Lead Team and LLT meetings, along with data from classroom walkthroughs and observations.	4A.3. FCAT FAIR Interim Assessments CIM Checks Classroom Walkthroughs Teacher Observations Teacher Evaluations Data Chats
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.

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Reading Goal #4B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%. Reading Goal #5A: <i>Enter narrative for the goal in this box.</i>	Baseline data 2010-2011							
	<i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B: <i>Decrease the percentage of student subgroups (Ethnicity) not making AYP in Reading</i>			5B.1. Lack of awareness of school programs, remediation/enrichment opportunities, etc. and lack of support in the home environment.	5B.1. Increase the home support by making parents more aware of their child's behavioral and academic progress via Skyward Family Access, school website, school marquee, mailings, phone calls home, email messages, etc. Institute Informational Nights and invite parents to come to the school to meet with teachers, view student progress, and establish home-school connections.	5B.1. Classroom Teachers Instructional Coaches RtI Teachers Department Heads Administration Guidance Graduation Coach	5B.1. Analyze the data from parent contact logs and contacts made home via email/Skyward Family Access, and data from parent survey/student surveys.	5B.1. Contact Logs Discipline Records Parent Sign in Sheets Parent/Student Surveys Data Chats	
	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: 52% Black: 18% Hispanic: 39% Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: 67% Black: 33% Hispanic: 43% Asian: American Indian:	5B.2. Lack of student engagement within the classroom.	5B.2. PLC's and Lesson Study to support teachers in their endeavors to differentiate instruction based on the diverse learning styles within their classrooms. Professional Development to help teachers analyze data on a deeper level to address individual learner needs. Increase the use of instructional lessons and activities that target	5B.2. Classroom Teachers Instructional Coaches RtI Teachers Department Heads Graduation Coach Administration	5B.2. Analyze the data from progress monitoring tools along with the teacher observations, teacher evaluations, teacher surveys, student surveys, classroom walkthroughs, and data chats.	5B.2. Interim Assessments FAIR FCAT Teacher Observations Teacher Evaluations Classroom Walkthroughs CIM Checks Data Chats Student Surveys	

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			students' diverse interests, cultural experiences, and learning styles.			
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	N/A	<i>Enter numerical data for expected level of performance in this box.</i>					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. Accommodations not provided with fidelity within all classrooms.	5D.1. Teachers will attend IEP meetings to assist in writing, and to be aware of, accommodations for individual students. PLCs and PD to assist in creating lessons and activities that will assist in meeting the accommodations of the students within the classroom while maintaining rigor and relevance.	5D.1. Classroom Teachers Instructional Coaches RtI Teachers Department Heads ESE Department Guidance Administration	5D.1. Analyze lesson plans and data from teacher observations, teacher evaluations, classroom walkthroughs, data chats, and parent/student surveys.	5D.1. Lesson Plans Teacher Observations Teacher Evaluations Classroom Walkthroughs Data Chats Parent/Student Surveys
Reading Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Decrease the percentage of student subgroups (Students With Disabilities) not making AYP in Reading.	22	32%					
			5D.2. Instructional activities and curriculum materials are consistently modified and below grade level.	5D.2. Continue to provide instructional activities and materials on grade level for students with appropriate accommodations/support. Discontinue self contained classroom and mainstream all students within regular education classrooms.	5D.2. Classroom Teachers ESE Department Department Heads Instructional Coaches RtI Teachers Guidance Graduation Coach Administration	5D.2. Analyze data from classroom walkthroughs, teacher observations, progress monitoring tools, teacher surveys, and data chats.	5D.2. Classroom Walkthroughs Teacher Observations Teacher Evaluations FCAT Interim Assessments CIM Checks FAIR IEP Annual Reviews Data Chats Teacher Surveys

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		<p>5D.3. Students' lack of confidence in themselves and their ability to be successful on standardized tests.</p>	<p>5D.3. Design and provide scaffolded instruction and learning activities to better prepare students and allow them to become more successful.</p> <p>Continue to offer students test prep and tutoring opportunities (i.e. within the school day via resource labs and after school) in order to build upon skills for success and increase comfort with test taking experiences.</p>	<p>5D.3. Classroom Teachers Instructional Coaches RtI Teachers Administration Department Heads Graduation Coach Guidance</p>	<p>5D.3. Analyze data from classroom walkthroughs, teacher observations, teacher evaluations, progress monitoring tools, data chats, and student surveys.</p>	<p>5D.3. Classroom Walkthroughs Teacher Observations Teacher Evaluations FCAT Interim Assessments CIM Checks FAIR Data Chats Student Surveys</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 subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. Lack of awareness of school programs, remediation/enrichment opportunities, etc. and lack of support in the home environment.	5E.1. Increase the home support by making parents more aware of their child's behavioral and academic progress via Skyward Family Access, school website, school marquee, mailings, phone calls home, email messages, etc. Institute Informational Nights and invite parents to come to the school to meet with teachers, view student progress, and establish home-school connections.	5E.1. Classroom Teachers Instructional Coaches RtI Teachers Department Heads Guidance Graduation Coach Administration	5E.1. Analyze the data from parent contact logs and contacts made home via email/Skyward Family Access, and data from parent survey/student surveys.	5E.1. Contact Logs Discipline Records Parent Sign in Sheets Parent/Student Surveys Data Chats
<u>Reading Goal #5E:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Decrease the percentage of student subgroups (Economically Disadvantaged) not making AYP in Reading.</i>	37%	51%					
			5E.2. Student's lack of confidence in themselves and ability to be successful on standardized tests.	5E.2. Design and provide scaffolded instruction and learning activities to better prepare students and allow them to become more successful. Continue to offer students test prep and tutoring opportunities (i.e. within the school day via resource labs and after school) in order to build upon skills for success and increase comfort with test taking experiences.	5E.2. Classroom Teachers Instructional Coaches RtI Teachers Administration Department Heads Guidance Graduation Coach	5E.2. Analyze data from classroom walkthroughs, teacher observations, teacher evaluations, progress monitoring tools, data chats, student surveys.	5E.2. Classroom Walkthroughs Teacher Observations Teacher Evaluations FCAT Interim Assessments CIM Checks FAIR Data Chats Student Surveys
			5E.3. Students' lack of language acquisition skills for vocabulary development, fluency, and reading comprehension.	5E.3. Increase the use of appropriately lexiled reading passages to challenge individual learners; increase the use of consistent learning activities, reading strategies, and critical thinking activities for word analysis, fluency, vocabulary acquisition and reading comprehension within all classrooms.	5E.3. Classroom Teachers Instructional Coaches RtI Teachers Department Heads Administration	5E.3. Analyze the data from progress monitoring tools along with the teacher observations, teacher evaluations, classroom walkthroughs, and data chats.	5E.3. Teacher Observations Teacher Evaluations Classroom Walkthroughs FAIR Interim Assessments CIM Checks FCAT Data Chats

Reading Professional Development

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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
Data Analysis	9-12	LuAnn Stipp, Kelly Watkins, Jennifer Dola, John Stone	School Wide	Deep FRI Early Release Days Prof. Development Days Data Meetings	Differentiated activities based on data analysis identified in lesson plans, observations, and classroom walkthroughs	Administration Instructional Coaches RtI Teachers
Lesson Studies	9-12	Jennifer Dola, LuAnn Stipp, Kelly Watkins Lead Team	School Wide	PLC Meetings Prof. Development Days	Observation and implementation of strategies and activities	Administration Instructional Coaches
FCIM/Focus Lessons/Item Specs/ Cognitive & Text Complexity	9-12	Jennifer Dola, LuAnn Stipp, Kelly Watkins, Traci Handlin	School Wide	Deep FRI Early Release Days Prof. Development Days PLC Meetings	Observation and implementation of strategies and activities	Administration Instructional Coaches RtI Teachers
Differentiated Instruction	9-12	LuAnn Stipp, Kelly Watkins, Jennifer Dola, John Stone, Karen Warren	School Wide	Preplanning Week Early Release Days Prof. Development Days PLC Meetings	Observation and implementation of strategies and activities	Administration Instructional Coaches RtI Teachers ESE Teachers

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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
See SIG Budget			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
See SIG Budget			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
See SIG Budget			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
See Sig Budget			
			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.	1.1.	1.1.	1.1.	1.1.
CELLA Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Percent of Students Proficient in Listening/Speaking: <i>Enter numerical data for current level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Percent of Students Proficient in Reading: <i>Enter numerical data for current level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #3: <i>Enter narrative for the goal in this box.</i>	2012 Current Percent of Students Proficient in Writing : <i>Enter numerical data for current level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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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
			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 CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Mathematics Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Mathematics Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
Mathematics Goal #2A: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
<u>Mathematics Goal #3A:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<u>Mathematics Goal #3B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			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 group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
Mathematics Goal #4A: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>	4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
Mathematics Goal #4B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>	4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%. Mathematics Goal #5A: <i>Enter narrative for the goal in this box.</i>	Baseline data 2010-2011							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Mathematics Goal #5D: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
<u>Mathematics Goal</u> #5E: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Mathematics Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
<u>Mathematics Goal #2A:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Mathematics Goal #2B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
<u>Mathematics Goal #3A:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<u>Mathematics Goal #3B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			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 group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
Mathematics Goal #4A: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
Mathematics Goal #4B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%. Mathematics Goal #5A: <i>Enter narrative for the goal in this box.</i>	Baseline data 2010-2011							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Mathematics Goal #5D: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
<u>Mathematics Goal</u> #5E: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

High School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1.1.	1.1.	1.1.	1.1.	1.1.
Mathematics Goal #1: Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2.1.???	2.1.	2.1.	2.1.	2.1.
Mathematics Goal #2: Have students be proficient on the Mathematics Florida Alternative Assessment	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	100%	100%					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
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
4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4.1.	4.1.	4.1.	4.1.	4.1.
Mathematics Goal #4: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			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
1. Students scoring at Achievement Level 3 in Algebra 1.			1.1. Lack of time to implement gizmos and STEM activities that tie to the real world and increase level of understanding	1.1. More focused curriculum map to ensure more time spent on tested benchmarks Curriculum will be modeled and supported by the Math coach	1.1. Classroom Teachers Administration Math Coach	1.1. Analyze and evaluate data from the evaluation tools during the PLC, Data, and Lead Team meetings, along with data from progress monitoring tools, classroom walkthroughs, teacher observations, teacher evaluations, and data chats.	1.1. CIM Checks Interim Assessments Teacher Observations Teacher Evaluations Classroom Walkthroughs Data Chats
Algebra 1 Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Increase the percentage of students scoring level 3 on the Algebra I EOC	49%	55%					
			1.2. Lack of student engagement within the classroom	1.2. Increase the use of hands on/collaborative activities, interactive technology, high interest/relevant curriculum materials, and student centered learning throughout the curriculum, as well as classroom lessons and activities which address individual student learning styles. Explicit skill focus lessons within the classroom supported by hands on activities and instructional tools Implementation of the 10-2-2 Note-taking method	1.2. Classroom Teachers Administration Math Coach	1.2. Analyze and evaluate data from the evaluation tools during the PLC, Data, and Lead Team meetings, along with data from progress monitoring tools, classroom walkthroughs, teacher observations, teacher evaluations, and data chats.	1.2. CIM Checks Interim Assessments Teacher Observations Teacher Evaluations Classroom Walkthroughs Data Chats
						1.3. Student information retention	1.3. Spiraled focus lessons throughout the year Spiraled items on tests, 40% old and 60% new material on all tests Benchmark reviews before the EOC.
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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2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			2.1. Instructional activities do not increase rigor to continually challenge and enrich student learning.	2.1. Provide learning activities that enrich skills/concepts and go beyond that of the grade level.	2.1. Classroom Teachers Administration Math Coach	2.1. Analyze and evaluate data from the evaluation tools during the PLC, Data, and Lead Team meetings, along with data from progress monitoring tools, classroom walkthroughs, teacher observations, teacher evaluations, and data chats.	2.1. CIM Checks Interim Assessments Teacher Observations Teacher Evaluations Classroom Walkthroughs Data Chats
<u>Algebra Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>		Use differentiated instruction techniques. Provide Math teachers with PD and ongoing support in the development of high level, differentiated activities that increase rigor.			
<i>Increase the percentage of students scoring a 4 or 5 on the Algebra 1 EOC</i>	16%	20%					
			2.2. Limited hands on experiments/projects to connect Math concepts/skills to real world applications	2.2. Implement ongoing hands on experiments/projects connecting concepts/skills to real world applications in all areas of Math.	2.2. Classroom Teachers Administration Math Coach	2.2. Analyze and evaluate data from the evaluation tools during the PLC, Data, and Lead Team meetings, along with data from progress monitoring tools, classroom walkthroughs, teacher observations, teacher evaluations, and data chats.	2.2. CIM Checks Interim Assessments Teacher Observations Teacher Evaluations Classroom Walkthroughs Data Chats
			2.3. Student information retention	2.3. Spiraled focus lessons throughout the year Spiraled items on test, 40% old and 60% new material on all tests. Benchmark reviews before the EOC.	2.3. Classroom Teachers Administration Math Coach	2.3. Analyze and evaluate data from the evaluation tools during the PLC, Data, and Lead Team meetings, along with data from progress monitoring tools, classroom walkthroughs, teacher observations, teacher evaluations, and data chats.	2.3. CIM Checks Interim Assessments Teacher Observations Teacher Evaluations Classroom Walkthroughs Data Chats

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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%. Algebra 1 Goal #3A: <i>Enter narrative for the goal in this box.</i>	Baseline data 2010-2011							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1. Algebra 1 Goal #3B: <i>Decrease the percentage of student subgroups not making AYP in Math on the Algebra 1 EOC</i>			3B.1. Inability to identify issues/barriers regarding diverse students and ways to effectively address these issues/barriers.	3B.1. PLC's to support teachers in their endeavors to differentiate instruction based on the diversity within their classrooms. PD to help teachers analyze data on a deeper level analyzing subgroups.	3B.1. Classroom Teachers Math Coach RtI Teachers Administration	3B.1. Analyze data from progress monitoring tools along with data from teacher observations, teacher evaluations, classroom walkthroughs, and data chats.	3B.1. Interim Assessments CIM Checks Teacher Observations Teacher Evaluations Classroom Walkthroughs Data Chats	
	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: 82% Black: 46% Hispanic: 84% Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: 59% Black: 58% Hispanic: 67% Asian: American Indian:	3B.2. Lack of student engagement within the classroom.	3B.2. PLC's and Lesson Study to support teachers in their endeavors to differentiate instruction based on the diverse learning styles within their classrooms. Professional Development to help teachers analyze data on a deeper	3B.2. Classroom Teachers Math Coach RtI Teachers Administration	3B.2. Analyze data from progress monitoring tools along with data from teacher observations, teacher evaluations, classroom walkthroughs, and data chats.	3B.2. Interim Assessments CIM Checks Teacher Observations Teacher Evaluations Classroom Walkthroughs Data Chats	

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			<p>level to address individual learner needs.</p> <p>Increase the use of instructional lessons and activities that target students' diverse interests, cultural experiences, and learning styles.</p>			
		<p>3B.3. Student's lack of confidence in themselves and their ability to be successful on standardized tests.</p>	<p>3B.3. Design and provide scaffolded instruction and learning activities to better prepare students and allow them to become more successful.</p> <p>Continue to offer students test prep and tutoring opportunities (i.e. within the school day via resource labs and after school) in order to build upon skills for success and increase comfort with test taking experiences.</p>	<p>3B.3. Classroom Teachers Math Coach RTI Teachers Administration</p>	<p>3B.3. Analyze data from progress monitoring tools along with data from teacher observations, teacher evaluations, classroom walkthroughs, and data chats</p>	<p>3B.3. Interim Assessments CIM Checks Teacher Observations Teacher Evaluations Classroom Walkthroughs Data Chats</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 subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Algebra 1 Goal #3C:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	N/A	N/A					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.			3D.1. Student's lack of confidence in themselves and their ability to be successful on standardized tests.	3D.1. Design and provide scaffolded instruction and learning activities to better prepare students and allow them to become more successful. Continue to offer students test prep and tutoring opportunities (i.e. within the school day via resource labs and after school) in order to build upon skills for success and increase comfort with test taking experiences.	3D.1. Classroom Teachers Math Coach RtI Teachers Administration	3D.1. Analyze data from progress monitoring tools along with data from teacher observations, teacher evaluations, classroom walkthroughs, and data chats	3D.1. Interim Assessments CIM Checks Teacher Observations Teacher Evaluations Classroom Walkthroughs Data Chats
Algebra 1 Goal #3D:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Decrease the percentage of student subgroups (SWD) not making AYP in Math as measured by the Algebra 1 EOC.</i>	39%	56%					
			3D.2. Accommodations not provided with fidelity within all classrooms.	3D.2. Teachers will attend IEP meetings to assist in writing, and to be aware of, accommodations for individual students. PLCs and PD to assist in creating lessons and activities that will assist in meeting the accommodations of the students within the classroom while maintaining rigor and relevance.	3D.2. Classroom Teachers Instructional Coaches RtI Teachers ESE Department Guidance Administration	3D.2. Analyze lesson plans and data from teacher observations, teacher evaluations, classroom walkthroughs, data chats, and parent/student surveys.	3D.2. Lesson Plans Teacher Observations Teacher Evaluations Classroom Walkthroughs Data Chats Parent/Student Surveys

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		3D.3 Students' lack of background knowledge in foundational methods of math.	3D.3 Implement the use of explicit skill focus lessons to increase the students' math foundations, and implement activities using math manipulatives to the support instruction and application of skills/concepts.	3D.3 Classroom Teachers Math Coach Administration RtI Teachers	3D.3 Analyze and evaluate data from the evaluation tools during the PLC, Data, and Lead Team meetings, along with data from progress monitoring tools, classroom walkthroughs, teacher observations, teacher evaluations, and data chats.	3D.3 CIM Checks Interim Assessments Teacher Observations Teacher Evaluations Classroom Walkthroughs Data Chats
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.			3E.1 Students' lack of background knowledge in foundational methods of math.	3E.1 Implement the use of explicit skill focus lessons to increase the students' math foundations, and implement activities using math manipulatives to the support instruction and application of skills/concepts.	3E.1 Classroom Teachers Math Coach Administration RtI Teachers	3E.1 Analyze and evaluate data from the evaluation tools during the PLC, Data, and Lead Team meetings, along with data from progress monitoring tools, classroom walkthroughs, teacher observations, teacher evaluations, and data chats.	3E.1 CIM Checks Interim Assessments Teacher Observations Teacher Evaluations Classroom Walkthroughs Data Chats
Algebra 1 Goal #3E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Decrease the percentage of student subgroups (Economically Disadvantaged) not making AYP in Math as measured by the Algebra 1 EOC.</i>	67%	56%					
			3E.2. Lack of student engagement within the classroom	3E.2. Increase the use of hands on activities, interactive technology, high interest curriculum materials, and student centered learning throughout the curriculum. Explicit skill focus lessons within the classroom supported by hands on activities.	3E.2. Classroom Teachers Math Coach Administration RtI Teachers	3E.2. Analyze and evaluate data from the evaluation tools during the PLC, Data, and Lead Team meetings, along with data from progress monitoring tools, classroom walkthroughs, teacher observations, teacher evaluations, and data chats.	3E.2. CIM Checks Interim Assessments Teacher Observations Teacher Evaluations Classroom Walkthroughs Data Chats
			3E.3 Student information retention	3E.3 Spiraled focus lessons throughout the year Spiraled items on test, 40% old and 60% new material on all tests. Benchmark reviews before the EOC.	3E.3 Classroom Teachers Administration Math Coach	3E.3 Analyze and evaluate data from the evaluation tools during the PLC, Data, and Lead Team meetings, along with data from progress monitoring tools, classroom walkthroughs, teacher observations, teacher evaluations, and data chats.	3E.3 CIM Checks Interim Assessments Teacher Observations Teacher Evaluations Classroom Walkthroughs Data Chats

End of Algebra 1 EOC Goals

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

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1. Lack of understanding in the use of math manipulatives and differentiated instruction	1.1. Additional Professional Development and continuous support within the classroom creating differentiated activities using math manipulatives. Modeled and supported by the Math Coach Purchase new manipulatives to help the students visualize geometric concepts.	1.1. Math Coach Administration RTI Teacher Classroom Teachers	1.1. Analyze the data from student surveys, classroom walkthroughs, teacher observations and evaluations, progress monitoring tools, and data chats.	1.1. Classroom Walkthroughs Teacher Observations Teacher Evaluations Student Surveys CIM Checks Interim Assessment Data Chats
Geometry Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Increase the number of students at the proficiency level on the Geometry EOC.</i>	40%	45%					
			1.2. Lack of student engagement in the classroom	1.2. Increase the use of hands on/collaborative activities, interactive technology, high interest/relevant curriculum materials, and student centered learning throughout the curriculum, as well as classroom lessons and activities which address individual student learning styles. Explicit skill focus lessons within the classroom supported by hands on activities and instructional tools. Implementation of the 10-2-2 Note-taking method.	1.2. Math Coach Administration RTI Teacher Classroom Teachers	1.2. Analyze the data from student surveys, classroom walkthroughs, teacher observations and evaluations, progress monitoring tools, and data chats.	1.2. Classroom Walkthroughs Teacher Observations Teacher Evaluations Student Surveys CIM Checks Interim Assessment Data Chats
			1.3. Student information retention	1.3. Spiraled focus lessons throughout the year. Spiraled items on tests, 40% old and 60% new material on all tests. Benchmark reviews before the EOC.	1.3. Math Coach Administration RTI Teacher Classroom Teachers	1.3. Analyze the data from student surveys, classroom walkthroughs, teacher observations and evaluations, progress monitoring tools, and data chats.	1.3. Classroom Walkthroughs Teacher Observations Teacher Evaluations Student Surveys CIM Checks Interim Assessment Data Chats
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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2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1. Instructional activities do not increase rigor to continually challenge and enrich student learning.	2.1. Provide learning activities that enrich skills/concepts and go beyond that of the grade level.	2.1. Math Coach Administration RtI Teacher Classroom Teachers	2.1. Analyze the data from student surveys, classroom walkthroughs, teacher observations and evaluations, progress monitoring tools, and data chats.	2.1. Classroom Walkthroughs Teacher Observations Teacher Evaluations Student Surveys CIM Checks Interim Assessment Data Chats
Geometry Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*		Use differentiated instruction techniques. Provide Math teachers with PD and ongoing support in the development of high level, differentiated activities that increase rigor.			
<i>Increase the percentage of students scoring above the proficiency level on the Geometry EOC.</i>	N/A	15%					
			2.2. Limited hands on experiments/projects to connect Math concepts/skill to real world Applications	2.2. Implement ongoing hands on experiments/projects connecting concepts/skills to real world applications in all areas of Math.	2.2. Math Coach Administration RtI Teacher Classroom Teachers	2.2. Analyze the data from student surveys, classroom walkthroughs, teacher observations and evaluations, progress monitoring tools, and data chats.	2.2. Classroom Walkthroughs Teacher Observations Teacher Evaluations Student Surveys CIM Checks Interim Assessment Data Chats
			2.3. Student information retention	2.3. Spiraled focus lessons throughout the year. Spiraled items on tests, 40% old and 60% new material on all tests. Benchmark review before the EOC.	2.3. Math Coach Administration RtI Teacher Classroom Teachers	2.3. Analyze the data from student surveys, classroom walkthroughs, teacher observations and evaluations, progress monitoring tools, and data chats.	2.3. Classroom Walkthroughs Teacher Observations Teacher Evaluations Student Surveys CIM Checks Interim Assessment Data Chats

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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%. Geometry Goal #3A: <i>Enter narrative for the goal in this box.</i>	Baseline data 2011-2012						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B: <i>Decrease the percentage of student subgroups not making AYP in Math on the Geometry EOC.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: N/A Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	3B.1. Inability to identify issues/barriers regarding diverse students and ways to effectively address these issues/barriers. 3B.2. Lack of student engagement within the classroom	3B.1. PLC's to support teachers in their endeavors to differentiate instruction based on the diversity within their classrooms. PD to help teachers analyze data on a deeper level analyzing subgroups. 3B.2. PLC's and Lesson Study to support teachers in their endeavors to differentiate instruction based on the diverse learning styles within their classrooms. Professional Development to help teachers analyze data on a deeper level to address individual learner	3B.1. Math Coach Administration RtI Teacher Classroom Teachers 3B.2. Math Coach Administration RtI Teacher Classroom Teachers	3B.1. Analyze the data from student surveys, classroom walkthroughs, teacher observations and evaluations, progress monitoring tools, and data chats. 3B.2. Analyze the data from student surveys, classroom walkthroughs, teacher observations and evaluations, progress monitoring tools, and data chats.	3B.1. Classroom Walkthroughs Teacher Observations Teacher Evaluations Student Surveys CIM Checks Interim Assessment Data Chats 3B.2. Classroom Walkthroughs Teacher Observations Teacher Evaluations Student Surveys CIM Checks Interim Assessment Data Chats

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			needs. Increase the use of instructional lessons and activities that target students' diverse interests, cultural experiences, and learning styles			
		3B.3. Student's lack of confidence in themselves and their ability to be successful on standardized tests.	3B.3. Design and provide scaffolded instruction and learning activities to better prepare students and allow them to become more successful. Continue to offer students test prep and tutoring opportunities (i.e. within the school day via resource labs and after school) in order to build upon skills for success and increase comfort with test taking experiences.	3B.3. Math Coach Administration RI Teacher Classroom Teachers	3B.3. Analyze the data from student surveys, classroom walkthroughs, teacher observations and evaluations, progress monitoring tools, and data chats.	3B.3. Classroom Walkthroughs Teacher Observations Teacher Evaluations Student Surveys CIM Checks Interim Assessment Data Chats

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Geometry Goal #3C: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* N/A	2013 Expected Level of Performance:* N/A	3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.			3D.1. Student's lack of confidence in themselves and their ability to be successful on standardized tests.	3D.1. Design and provide scaffolded instruction and learning activities to better prepare students and allow them to become more successful. Continue to offer students test prep and tutoring opportunities (i.e. within the school day via resource labs and after school) in order to build upon the skills for success and increase comfort with test taking experiences.	3D.1. Classroom Teachers Math Coach Department Head Administration RtI Teacher Guidance Graduation Coach	3D.1. Analyze the data from progress monitoring tools along with the teacher observations, teacher evaluations, classroom walkthroughs, student surveys, and data chats.	3D.1. CIM Checks Interim Assessments Teacher Observations Teacher Evaluations Classroom Walkthroughs Data Chats Student Surveys
Geometry Goal #3D: <i>Decrease the percentage of student subgroups (SWD) not making AYP in Math as measured by the EOC.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>	3D.2. Accommodations not provided with fidelity within all classrooms.	3D.2. Teachers will attend IEP meetings to assist in writing, and to be aware of, accommodations for individual students. PLCs and PD to assist in creating lessons and activities that will assist in meeting the accommodations of the students within the classroom while maintaining rigor and relevance.	3D.2. Classroom Teachers Math Coach Department Head Administration RtI Teacher Guidance Graduation Coach	3D.2. Analyze the data from progress monitoring tools along with the teacher observations, teacher evaluations, classroom walkthroughs, student surveys, and data chats.	3D.2. CIM Checks Interim Assessments Teacher Observations Teacher Evaluations Classroom Walkthroughs Data Chats Student Surveys
			3D.3. Students' lack of background knowledge in foundational methods of math.	3D.3. Implement the use of explicit skill focus lessons to increase the students' math foundations, and implement activities using math	3D.3. Classroom Teachers Math Coach Department Head	3D.3. Analyze the data from progress monitoring tools along with the teacher observations, teacher	3D.3. CIM Checks Interim Assessments Teacher Observations

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			manipulatives to support instruction and application of skills/concepts	Administration RtI Teacher Guidance Graduation Coach	evaluations, classroom walkthroughs, student surveys, and data chats.	Teacher Evaluations Classroom Walkthroughs Data Chats Student Surveys
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			3E.1. Students' lack of background knowledge in foundational methods of Math.	3E.1. Implement the use of explicit skill focus lessons to increase the students' math foundations, and implement activities using Math manipulatives to support instruction and application of skills/concepts.	3E.1. Classroom Teachers Math Coach Department Head Administration RTI Teacher Guidance Graduation Coach	3E.1. Analyze the data from progress monitoring tools along with the teacher observations, teacher evaluations, classroom walkthroughs, student surveys, and data chats.	3E.1. CIM Checks Interim Assessments Teacher Observations Teacher Evaluations Classroom Walkthroughs Data Chats Student Surveys
Geometry Goal #3E: <i>Decrease the percentage of student subgroups (Economically Disadvantaged) not making AYP in Math as measured by the Geometry EOC.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
	3E.2. Lack of student engagement within the classroom.			3E.2. Increase the use of hands on activities, interactive technology, high interest curriculum materials, and student centered learning throughout the curriculum. Explicit skill focus lessons within the classroom supported by hands on activities. Implement the 10-2-2 Note-taking method	3E.2. Classroom Teachers Math Coach Department Head Administration RTI Teacher Guidance Graduation Coach	3E.2. Analyze the data from progress monitoring tools along with the teacher observations, teacher evaluations, classroom walkthroughs, student surveys, and data chats.	3E.2. CIM Checks Interim Assessments Teacher Observations Teacher Evaluations Classroom Walkthroughs Data Chats Student Surveys
	3E.3. Student information retention			3E.3. Spiraled focus lessons throughout the year Spiraled items on tests, 40% old and 60% new material on all tests Benchmark reviews before the EOC	3E.3. Classroom Teachers Math Coach Department Head Administration RTI Teacher Guidance Graduation Coach	3E.3. Analyze the data from progress monitoring tools along with the teacher observations, teacher evaluations, classroom walkthroughs, student surveys, and data chats.	3E.3. CIM Checks Interim Assessments Teacher Observations Teacher Evaluations Classroom Walkthroughs Data Chats Student Surveys

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Instructional Activities to Engage	9-12 Math	Kelly Watkins	9-12 Math Teachers	PLC Meetings Prof. Development Days	Observation and implementation of strategies and activities	Administration Instructional Coaches

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Learners						
Data Analysis	9-12	LuAnn Stipp, Kelly Watkins, Jennifer Dola, John Stone	School Wide	Deep FRI Early Release Days Prof. Development Days Data Meetings	Observation and implementation of strategies and activities	Administration Instructional Coaches RtI Teachers
Lesson Studies	9-12	Jennifer Dola, LuAnn Stipp, Kelly Watkins Lead Team	School Wide	PLC Meetings Prof. Development Days	Observation and implementation of strategies and activities	Administration Instructional Coaches
Using Manipulatives and Technology with the Math Classroom	9-12	Kelly Watkins	9-12 Math Teachers	Early Release Days Prof. Development Days PLC Meetings	Observation and implementation of strategies and activities	Administration Instructional Coaches RtI Teacher
FCIM/Focus Lessons/Item Specs/ Cognitive & Text Complexity	9-12	Jennifer Dola, LuAnn Stipp, Kelly Watkins, Traci Handlin	School Wide	Deep FRI Early Release Days Prof. Development Days PLC Meetings	Observation and implementation of strategies and activities	Administration Instructional Coaches RtI Teachers
Differentiated Instruction	9-12	LuAnn Stipp, Kelly Watkins, Jennifer Dola, John Stone, Karen Warren	School Wide	Preplanning Week Early Release Days Prof. Development Days PLC Meetings	Observation and implementation of strategies and activities	Administration Instructional Coaches RtI Teachers ESE Teachers

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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
See SIG Budget			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
See Sig Budget			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
See SIG Budget			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
See SIG Budget			
			Subtotal:
			Total:

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle 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
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Science Goal #1A: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Science Goal #1B: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
Science Goal #2A: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>	2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Science Goal #2B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>	2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

High School Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1.1.	1.1.	1.1.	1.1.	1.1.
Science Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2.1. ????	2.1.	2.1.	2.1.	2.1.
Science Goal #2: <i>Students will score proficient on the Florida Alternate Assessment</i>	2012 Current Level of Performance:* 100%	2013 Expected Level of Performance:* 100%					
			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)*

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

Biology 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology 1.			1.1. Lack of student engagement within the classroom	1.1. Increase the use of hands/on collaborative activities, interactive technology, high interest/relevant curriculum materials, and student centered learning throughout the curriculum, as well as classroom lessons and activities which address individual student learning styles Explicit skill focus lessons within the classroom supported by hands on activities and instructional tools Implementation of the 10-2 teaching method Cornell note-taking Numbered pairs for activities	1.1. Classroom Teachers Department Head Instructional Coaches Administration RtI Teachers	1.1. Analyze and evaluate data from the evaluation tools during the PLC, Data, and Lead Team meetings, along with data from progress monitoring tools, classroom walkthroughs, teacher observations, teacher evaluations, and data chats.	1.1. FCAT FAIR CIM Checks Interim Assessments Teacher Observations Teacher Evaluations Classroom Walkthroughs Data Chats
Biology 1 Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Increase the percentage of students scoring level 3 on the Biology EOC</i>	40%	45%					
			1.2. Student's lack of background knowledge in foundational concepts/skills of science	1.2. Additional use of complex text supplemental to current textbooks (e.g. current events, Greatbooks) Differentiation	1.2. Classroom Teachers Department Head Instructional Coaches Administration RtI Teachers	1.2. Analyze and evaluate data from the evaluation tools during the PLC, Data, and Lead Team meetings, along with data from progress monitoring tools, classroom walkthroughs, teacher observations, teacher evaluations, and data chats.	1.2. FCAT FAIR CIM Checks Interim Assessments Teacher Observations Teacher Evaluations Classroom Walkthroughs Data Chats
						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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2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.			2.1. Instructional activities to not increase rigor to continually challenge and enrich student learning	2.1. Provide learning activities that enrich skills/concepts and go beyond that of the grade level	2.1. Classroom Teachers Department Head Instructional Coaches Administration RtI Teachers	2.1. Analyze and evaluate data from the evaluation tools during the PLC, Data, and Lead Team meetings, along with data from progress monitoring tools, classroom walkthroughs, teacher observations, teacher evaluations, and data chats.	2.1. FCAT FAIR CIM Checks Interim Assessments Teacher Observations Teacher Evaluations Classroom Walkthroughs Data Chats
Biology 1 Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*		Use differentiated instruction techniques			
<i>Increase the percentage of students scoring a level 4 or 5 on the Biology EOC</i>	N/A	10%		Provide Science teachers with PD and ongoing support in the development of high level, differentiated activities to continue to increase the rigor			
			2.2. Limited hands on experiments/projects to connect Science concepts/skills to real world applications	2.2. Implement ongoing hands on experiments/projects connecting concepts/skills to real world applications in all areas of Science	2.2. Classroom Teachers Department Head Instructional Coaches Administration RtI Teachers	2.2. Analyze and evaluate data from the evaluation tools during the PLC, Data, and Lead Team meetings, along with data from progress monitoring tools, classroom walkthroughs, teacher observations, teacher evaluations, and data chats.	2.2. FCAT FAIR CIM Checks Interim Assessments Teacher Observations Teacher Evaluations Classroom Walkthroughs Data Chats
			2.3. Student information retention	2.3. Spiraled focus lessons throughout the year Benchmark reviews before the EOC	2.3. Classroom Teachers Department Head Instructional Coaches Administration RtI Teachers	2.3. Analyze and evaluate data from the evaluation tools during the PLC, Data, and Lead Team meetings, along with data from progress monitoring tools, classroom walkthroughs, teacher observations, teacher evaluations, and data chats.	2.3. FCAT FAIR CIM Checks Interim Assessments Teacher Observations Teacher Evaluations Classroom Walkthroughs Data Chats

End of Biology 1 EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Analysis	9-12	LuAnn Stipp, Kelly Watkins, Jennifer Dola, John Stone	School Wide	Deep FRI Early Release Days Prof. Development Days Data Meetings	Observation and implementation of strategies and activities	Administration Instructional Coaches RTI Teachers
Lesson Studies/5E Instructional Model	9-12	Jennifer Dola, LuAnn Stipp, Kelly Watkins	School Wide	PLC Meetings Prof. Development Days	Observation and implementation of strategies and activities	Administration Instructional Coaches
FCIM/Focus Lessons/Item Specs/ Cognitive & Text Complexity	9-12	Jennifer Dola, LuAnn Stipp, Kelly Watkins, Traci Handlin	School Wide	Deep FRI Early Release Days Prof. Development Days PLC Meetings	Observation and implementation of strategies and activities	Administration Instructional Coaches RTI Teachers
Differentiated Instruction	9-12	LuAnn Stipp, Kelly Watkins, Jennifer Dola, John Stone, Karen Warren	School Wide	Preplanning Week Early Release Days Prof. Development Days PLC Meetings	Observation and implementation of strategies and activities	Administration Instructional Coaches RTI Teachers ESE 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
See SIG Budget			
			Subtotal:
Technology			

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

End of Science Goals

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Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1. Lack of understanding of the holistic scoring process by students and staff within all classrooms	1A.1. PLCs and PD on the holistic scoring process and expectations for the FL Writes test; PLCs to assist with standardized scoring of lessons and activities for the practice/application of holistic scoring strategies	1A.1. Classroom Teachers Department Head Instructional Coaches RtI Teachers Administration	1A.1. Analyze and evaluate data from the evaluation tools during the PLC, Data, and Lead Team meetings, along with data from progress monitoring tools, classroom walkthroughs, teacher observations, teacher evaluations, student surveys, and data chats.	1A.1. FL Writes Write Score Classroom Walkthroughs Teacher Observations Teacher Evaluations Student Surveys Data Chats
Writing Goal #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Increase the percentage of students achieving Adequate Yearly Progress in Writing (Level 3 and above) on the FL Writes test</i>	75%	90%					
			1A.2. Lack of proficiency creating writing lessons and activities geared towards the development of voice, persuasive devices, and freshness of expression, writing for purpose and to a variety of audiences.	1A.2. Continue to provide PD and PLCs on effective writing techniques/strategies (i.e. voice, prompt analysis, writing for purpose, etc.); create a writing plan/pacing calendar for 9 th and 10 th grade English teachers highlighting writing skills and strategies to be taught prior to FLWrites test; and provide English teachers with a variety of resources for hands on practice/application of writing skills and strategies with all students.	1A.2. Classroom Teachers Department Head Instructional Coaches RtI Teachers Administration	1A.2. Analyze and evaluate data from the evaluation tools during the PLC, Data, and Lead Team meetings, along with data from progress monitoring tools, classroom walkthroughs, teacher observations, teacher evaluations, student surveys, and data chats.	1A.2. FL Writes Write Score Classroom Walkthroughs Teacher Observations Teacher Evaluations Student Surveys Data Chats
			1A.3. Lack of proficiency providing differentiated writing activities to target needs of individual learners.	1A.3. Lesson Study and PLCs on differentiated writing lessons and activities; RtI teacher to work with small groups to create differentiated writing lessons/activities targeting students' individual needs; and Assistant Principal to model explicit writing skill instruction and implementation of differentiated activities for application of skills/strategies	1A.3. Classroom Teachers Department Head Instructional Coaches RtI Teachers Administration	1A.3. Analyze and evaluate data from the evaluation tools during the PLC, Data, and Lead Team meetings, along with data from progress monitoring tools, classroom walkthroughs, teacher observations, teacher evaluations, student surveys, and data chats.	1A.3. FL Writes Write Score Classroom Walkthroughs Teacher Observations Teacher Evaluations Student Surveys Data Chats
			1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1.	1B.1.
Writing Goal #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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Have students score a 4 or higher in writing on the Florida Alternate Assessment	100%	100%					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Analysis	9-12	LuAnn Stipp, Kelly Watkins, Jennifer Dola, Traci Handlin	School Wide	Deep FRI Early Release Days Prof. Development Days Data Meetings	Differentiated activities based on data analysis identified in lesson plans, observations, and classroom walkthroughs	Administration Instructional Coaches RtI Teachers
Lesson Studies	9-12	Jennifer Dola, Traci Handlin Department Head	School Wide	PLC Meetings Prof. Development Days	Observation and implementation of strategies and activities	Administration Instructional Coaches
FCIM/Focus Lessons/Item Specs/ Cognitive & Text Complexity	9-12	Jennifer Dola, LuAnn Stipp, Kelly Watkins, Traci Handlin	School Wide	Deep FRI Early Release Days Prof. Development Days PLC Meetings	Observation and implementation of strategies and activities	Administration Instructional Coaches RtI Teachers
Differentiated Instruction	9-12	Jennifer Dola, Traci Handlin, Karen Warren	School Wide	Preplanning Week Early Release Days Prof. Development Days PLC Meetings	Observation and implementation of strategies and activities	Administration Instructional Coaches RtI Teachers ESE Teachers

Writing Budget (Insert rows as needed)

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

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Technology			
Strategy	Description of Resources	Funding Source	Amount
See SIG Budget			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
See SIG Budget			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
See SIG Budget			
			Subtotal:
			Total:

End of Writing Goals

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

Civics End-of-Course (EOC) Goals *(required in year 2014-2015)*

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

Civics EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Civics.			1.1.	1.1.	1.1.	1.1.	1.1.
Civics Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Civics 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

Civics 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 Civics Goals

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

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in U.S. History.			1.1.Lack of proficiency working with the use of U.S. History Item specifications, and cognitive complexity levels of tested items.	1.1. Continue to provide Professional Development and PLCs on Item Specifications and cognitive complexity levels of tested items Teachers will follow the curriculum map Use the supplemental workbooks that accompanied the textbook	1.1. Classroom Teachers Department Head RtI Teacher Administration	1.1. Analyze and evaluate data from the evaluation tools during the PLC, Data, and Lead Team meetings, along with data from progress monitoring tools, classroom walkthroughs, teacher observations, teacher evaluations, and data chats	1.1. FCAT FAIR CIM Checks Interim Assessments Teacher Observations Teacher Evaluations Classroom Walkthroughs Data Chats
U.S. History Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Increase the percentage of students scoring a level 3 on the U.S. History EOC							
	N/A	Enter numerical data for expected level of performance in this box.	1.2. Students not used to taking computerized tests or taking tests at the rigor of the U.S. History EOC	1.2. Practice test taking strategies on the computer in the computer lab Give CIM checks on the computer Provide practice for students by mirroring classroom tests from the EOC.	1.2. Classroom Teachers Department Head RtI Teacher Administration	1.2. Analyze and evaluate data from the evaluation tools during the PLC, Data, and Lead Team meetings, along with data from progress monitoring tools, classroom walkthroughs, teacher observations, teacher evaluations, and data chats	1.2. FCAT FAIR CIM Checks Interim Assessments Teacher Observations Teacher Evaluations Classroom Walkthroughs Data Chats
			1.3. Student's lack of background knowledge in foundational concepts of U.S. History	1.3. Additional use of complex text supplemental to current textbook	1.3. Classroom Teachers Department Head RtI Teacher Administration	1.3. Analyze and evaluate data from the evaluation tools during the PLC, Data, and Lead Team meetings, along with data from progress monitoring tools, classroom walkthroughs, teacher observations, teacher evaluations, and data chats	1.3. FCAT FAIR CIM Checks Interim Assessments Teacher Observations Teacher Evaluations Classroom Walkthroughs Data Chats
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1.Instructional activities do not increase rigor to continually challenge and enrich student learning	2.1. Provide learning activities that enrich skills/concepts and go beyond that of the grade level Use differentiated instruction techniques	2.1. Classroom Teachers Department Head RtI Teacher Administration	2.1. Analyze and evaluate data from the evaluation tools during the PLC, Data, and Lead Team meetings, along with data from progress monitoring tools, classroom walkthroughs, teacher	2.1. FCAT FAIR CIM Checks Interim Assessments Teacher Observations
U.S. History Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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<i>Increase the percentage of students scoring a level 4 or 5 on the U.S. History EOC</i>	N/A	Enter numerical data for expected level of performance in this box.		Provide History teachers with PD and ongoing support in the development of high level, differentiated activities which continue to increase rigor		observations, teacher evaluations, and data chats	Teacher Evaluations Classroom Walkthroughs Data Chats
			2.2. Limited projects connecting history concepts to the real world	2.2. Implement ongoing projects connecting history concepts to the real world	2.2. Classroom Teachers Department Head RtI Teacher Administration	2.2. Analyze and evaluate data from the evaluation tools during the PLC, Data, and Lead Team meetings, along with data from progress monitoring tools, classroom walkthroughs, teacher observations, teacher evaluations, and data chats	2.2. FCAT FAIR CIM Checks Interim Assessments Teacher Observations Teacher Evaluations Classroom Walkthroughs Data Chats
			2.3. Student information retention	2.3. Spiraled focus lessons throughout the year Benchmark reviews before the EOC	2.3. Classroom Teachers Department Head RtI Teacher Administration	2.3. Analyze and evaluate data from the evaluation tools during the PLC, Data, and Lead Team meetings, along with data from progress monitoring tools, classroom walkthroughs, teacher observations, teacher evaluations, and data chats	2.3. FCAT FAIR CIM Checks Interim Assessments Teacher Observations Teacher Evaluations Classroom Walkthroughs Data Chats

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U.S. History Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Analysis	9-12	LuAnn Stipp, Kelly Watkins, Jennifer Dola, John Stone	School Wide	Deep FRI Early Release Days Prof. Development Days Data Meetings	Observation and implementation of strategies and activities	Administration Instructional Coaches RtI Teachers
Lesson Studies/5E Instructional Model	9-12	Jennifer Dola, LuAnn Stipp, Kelly Watkins	School Wide	PLC Meetings Prof. Development Days	Observation and implementation of strategies and activities	Administration Instructional Coaches
FCIM/Focus Lessons/Item Specs/ Cognitive & Text Complexity	9-12	Jennifer Dola, LuAnn Stipp, Kelly Watkins, Traci Handlin	School Wide	Deep FRI Early Release Days Prof. Development Days PLC Meetings	Observation and implementation of strategies and activities	Administration Instructional Coaches RtI Teachers
Differentiated Instruction	9-12	LuAnn Stipp, Kelly Watkins, Jennifer Dola, John Stone, Karen Warren	School Wide	Preplanning Week Early Release Days Prof. Development Days PLC Meetings	Observation and implementation of strategies and activities	Administration Instructional Coaches RtI Teachers ESE Teachers

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

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

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

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 U.S. History Goals

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Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Lack of home/school communication	1.1. Phone calls, emails, and letters home to parents when students are absent to improve communication beyond home and school; daily attendance posted on Skyward Family Access for parents to view at all times; and truant students receive visits at home from truancy officer.	1.1. Classroom Teachers Attendance Clerk Guidance Graduation Coach Administration Truancy Officer	1.1. Analyze and track attendance data.	1.1. Skyward Attendance
Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current attendance rate in this box.</i>	<i>Enter numerical data for expected attendance rate in this box.</i>					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	<i>Enter numerical data for current number of absences in this box</i>	<i>Enter numerical data for expected number of absences in this box.</i>					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	<i>Enter numerical data for current number of students tardy in this box.</i>	<i>Enter numerical data for expected number of students tardy in this box.</i>					
			1.2. Students socializing between classes.	1.2. Teachers monitor hallways between classes to move students through the halls at a quicker pace; and the use of lunch detentions for excessive tardies to class.	1.2. Classroom Teachers Administration	1.2. Analyze and track tardy data.	1.2. Skyward Attendance

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		1.3. Lack of engaging activities within the classroom.	1.3. Increase the use of hands on activities, interactive technology, high interest curriculum materials, and student centered, differentiated learning throughout the curriculum.	1.3. Classroom Teachers Instructional Coaches RTI Teachers Administration	1.3. Analyze and evaluate data from the evaluation tools during the PLC, Data, and Lead Team meetings, along with data from progress monitoring tools, classroom walkthroughs, teacher observations, teacher evaluations, student surveys, and data chats.	1.3. Skyward Attendance Lesson Plans FCAT FAIR CIM Checks Interim Assessments Teacher Observations Teacher Evaluations Classroom Walkthroughs Student Surveys Data Chats
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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Parent Involvement	9-12	Jeanine Joiner	School Wide	Early Release Days Prof. Development Days	Parent Surveys Parent/Teacher Contact Logs Parent Conference Logs	Administration Guidance
Instructional Activities to Engage Learners	9-12	Kelly Watkins, LuAnn Stipp, Jen Dola, John Stone	School Wide	Early Release Days Prof. Development Days PLC Meetings	Observation and implementation of strategies and activities	Administration Instructional Coaches
PLC on PBS Activities	9-12	Jennifer Dola, John Stone	School Wide	Early Release PLC Meetings Data Meetings Prof. Development Days	Observation and implementation of strategies and activities	Administration Instructional Coaches

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
See Sig Budget			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
See SIG Budget			
			Subtotal:
Professional Development			

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Strategy	Description of Resources	Funding Source	Amount
See SIG Budget			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
See SIG Budget			
			Subtotal:
			Total:

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1. The availability of school guidance counselors to be able to get involved with repeat offenders to help determine why patters are occurring	1.1. Identify potential behavior concerns early and begin school based interventions Review behavior concerns weekly during Small Learning Community (SLC) Meetings; Provide recommendations for interventions to modify behaviors	1.1. Administration Guidance Office	1.1. Analyze discipline data along with data from classroom walkthroughs, teacher observations, teacher evaluations, PBS team meetings, Lead Team meetings, PLC Meetings, Data Meetings, student surveys, and data chats.	1.1. Skyward Discipline Data PBS Records/Logs Classroom Walkthroughs Teacher Observations Teacher Evaluations Lesson Plans Student Surveys Data Chats
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
	96	176					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	37	55					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions	1.2. Lack of staff consistency regarding school-wide policies, expectations, and disciplinary consequences.	1.2. PD and PLCs regarding school-wide policies/procedures, elements of a single school culture, and PBS; increased focus on the implementation of the school-wide PBS program; and increased use of classroom walkthroughs to monitor reinforcement of school policies/procedures.	1.2. Classroom Teachers Department Heads Administration	1.2. Analyze the discipline data along with data from classroom walkthroughs, teacher observations, teacher evaluations, student surveys, and data chats.	1.2. Skyward Discipline Data PBS Records/Logs Teacher Observations Teacher Evaluations Classroom Walkthroughs Student Surveys Data Chats
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
			1.3. Lack of proficiency in the use of effective behavior management strategies within all classrooms.	1.3. PD and PLCs regarding effective behavior management strategies; Instructional Coaches to model effective behavior management	1.3. Classroom Teachers Instructional Coaches Rtl Teacher Department Heads	1.3. Analyze discipline data along with data from classroom walkthroughs, teacher observations, teacher evaluations, PBS team meetings,	1.3. Skyward Discipline Data PBS Records/Logs Classroom Walkthroughs Teacher Observations

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			strategies; teachers to observe effective behavior management strategies in use in model classrooms; and PBS team to help facilitate classroom management strategies and implementation of PBS program within the classroom.	PBS Team Administration	Lead Team meetings, PLC Meetings, Data Meetings, student surveys, and data chats	Teacher Evaluations Student Surveys Data Chats
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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
PLC's on Effective Behavior Management	9-12	Jennifer Dola, LuAnn Stipp, Kelly Watkins, Sherman Stroman	School Wide	Early Release Days PLC Meetings Prof. Development Days	Observation and implementation of strategies and activities	Administration Instructional Coaches

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
See SIG Budget			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
See SIG Budget			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
See SIG Budget			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount

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			Subtotal:
			Total:

End of Suspension Goals

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Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention			1.1. Inability to make up credits withheld due to excessive absences and/or failing grades.	1.1. Continue to implement a 7 period day to provide additional opportunities for credit retrieval; implement a PLATO and Ed Options credit retrieval program to provide additional support for students who have lost credit; provide a bridge program for incoming freshman to ensure a successful transition from middle to high school; hire a Graduation Coach to use the early warning indicators to help ensure all students are graduating on time; and enroll all 9 th grade students in a Critical Thinking/Career Choices course to help students establish and reach goals necessary for graduation.	1.1. Classroom Teachers RtI Teachers Guidance Instructional Coaches Graduation Coach Administration	1.1. Analyze academic grade histories and student attendance.	1.1. Skyward Attendance Graduation Rate
<p><u>Dropout Prevention Goal #1:</u></p> <p>Increase the percentage of students meeting graduation requirements</p> <p><i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i></p>	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	Enter numerical data for dropout rate in this box.	Enter numerical data for expected dropout rate in this box.					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	Enter numerical data for graduation rate in this box.	Enter numerical data for expected graduation rate in this box.	1.2. Inability to provide more varied courses for vocational preparation.	1.2. Continue to create CAPE Academies to provide additional opportunities for job shadowing, internships, and to earn National Industry Certifications; and increase the implementation of STEM program courses that will lead students to Industry Certifications, programs at local colleges, and related careers within the area.	1.2. Guidance Graduation Coach CTE Coordinator Administration	1.2. Analyze student/parent surveys and Industry Certification data.	1.2. Student/Parents Survey Graduation Rate
			1.3. Desire to work full time and the need to earn income for self/ family.	1.3. Continue to implement CDE program offering students the opportunity to work while obtaining a high school	1.3. CTE Coordinator CDE Teachers Levy Virtual Coordinator Guidance	1.3. Analyze student transcripts and graduation rate.	1.3. Graduation Rate Student Transcripts

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			Diploma; provide opportunities for students to enroll in Levy Virtual classes to earn credit while working full time; and College/Career Fairs to provide students with information regarding careers and post secondary training/education.	Graduation Coach Administration		
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Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Graduation Requirements and Course Options Available for Students	9-12	Karen Ridenour, Jeanine Joiner	School Wide	Early Release Days Prof. Development Days PLC Meetings	Surveys/Feedback Forms	Administration Guidance
Industry Certification Requirements and Resources for Students	9-12	Carol Jones, Chris Wilder	School Wide	Early Release Days Prof. Development Days PLC Meetings	Surveys/Feedback Forms	Administration CTE Coordinator
Post Secondary Education and Career Opportunities for Students	9-12	Jeanine Joiner, Karen Ridenour,	School Wide	Early Release Days Prof. Development Days PLC Meetings	Career/College Fairs	Administration Guidance

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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
See SIG Budget			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
See SIG Budget			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
See SIG Budget			
			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
1. Parent Involvement							
Parent Involvement Goal #1: <i>Increase the percentage of parent and community engagement within the school</i> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*	1.1. Lack of training and support for teachers in creating effective parent/community partnerships.	1.1. Continue to provide PD and PLCs on creating effective parent/community partnerships; Instructional Coaches to provide support to classroom teachers in implementing effective strategies for establishing home-school connections; and continue to implement parent volunteer programs with increased parent participation opportunities within classrooms and at school events.	1.1. Administration Guidance Graduation Coach Instructional Coaches Classroom Teachers	1.1. Analyze data and feedback from parent and teacher surveys, along with data from Lead Team and Parent Involvement meetings.	1.1. Parent/Teacher Surveys Parent Volunteer Logs Parent Involvement Committee Minutes SAC Minutes
	<i>Enter numerical data for current level of parent involvement in this box.</i>	<i>Enter numerical data for expected level of parent involvement in this box.</i>	1.2. Lack of available resources to create parent/community engagement opportunities and school events.	1.2. Continue to build partnerships with community organizations and businesses to acquire resources for parent/community events; invite local organizations and businesses to attend planning sessions for school events to aid in the process of planning for and acquiring resources to make school/community events possible.	1.2. Administration Parent/Community Involvement Committee	1.2. Data analyzed from monthly SAC meeting minutes/notes, Parent/Community Involvement Committee meetings, and Lead Team meetings, along with feedback from parent and teacher surveys.	1.2. Parent/Teacher Surveys Parent/Community Involvement Committee Minutes SAC Minutes

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		1.3. Lack of communication between school and community.	1.3. Continue to increase communication via school and local newspapers, Skyward Family Access, school website, community and school marquees, and local radio stations to publicize school events, important information, accomplishments, etc.; invite parent and community volunteers to attend SAC and Parent/Community Involvement Committee meetings to aid in the communication of school events and information; maintain positive communication with home/community via phone calls, positive postcards, school banners, etc.; and continue to hold Informational Nights for parents/community members to attend and receive information and maintain home-school relationships. Hold after-school hours student-led parent/teacher/student data chats.	1.3. Administration Guidance Instructional Coaches Classroom Teachers Parent/Community Involvement Committee	1.3. Data analyzed from monthly SAC meeting minutes/notes, Parent/Community Involvement Committee meetings, and Lead Team meetings, along with feedback from parent and teacher surveys.	1.3. Parent/Teacher Surveys Parent/Community Involvement Committee Minutes SAC Minutes

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
	9-12	Jeanine Joiner	School Wide	Early Release Days Prof. Development Days	Parent Surveys	Administration

June 2012
 Rule 6A-1.099811
 Revised April 29, 2011

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Parent Involvement				PLC Meetings	Parent/Teacher Contact Logs Parent Conference Logs	Guidance
Parent/Community Involvement Activities	9-12	Jeanine Joiner	School Wide	Early Release Days Prof. Development Days PLC Meetings	Parent/Community Involvement Action Plan Parent Surveys	Administration Parent/Community Involvement Committee Chairperson

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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
See Sig Budget			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
See SIG Budget			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
See SIG Budget			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
See SIG Budget			
			Subtotal:
			Total:

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
STEM Goal #1: <i>Have more students participate in STEM related activities</i>	1.1. ???	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

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STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
CTE Goal #1: <i>Continue student sequenced course offerings and placement</i> <i>Continue industry certification opportunities and earnings</i> <i>Provide professional development for Common Core Standards</i>	1.1. Difficulty in master scheduling of small rural school	1.1. Continue support of guidance department and curriculum Assistant Principal. CTE teachers advocate for programs CTE remain current in updated state curriculum and offerings and legislature Teacher dues to professional organizations are paid	1.1.Guidance Administration CTE Teachers	1.1. Data of student enrollment in CTE programs	1.1.CTE Teachers attend FACTE and have dues paid
	1.2.Disiminate information to students	1.2.Teachers are certified College/Career days at articulated institutions	1.2.CTE Teachers	1.2.Number of Students sitting for tests	1.2. Number of certifications earned
	1.3.Time and Money	1.3. CTE specific training is provided to CTE teachers	1.3.Carol Jones Chris Wilder	1.3.	1.3.Sign in sheets for trainings and PD

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
Common Core State Standards	CTE Specific	Jennifer Dola, Luann Stipp, Kelly Watkins	CTE Teachers	County PD Days, Early Release Days	Evidence of strategies in lesson plans	Carol Jones, Chris Wilder, Administration

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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)

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

Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

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

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

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

X Yes No

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

Describe the activities of the SAC for the upcoming school year.
SAC will discuss and recommended areas for improvement through data collection results and surveys. The members of the committee will interpret the results and make suggestions and recommendations for these areas.

Describe the projected use of SAC funds.	Amount

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