

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

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PART I: SCHOOL INFORMATION

School Name: LaVoy Exceptional Center	District Name: Hillsborough
Principal: Cecilia Troutt	Superintendent: MaryEllen Elia
SAC Chair: Dennis Rezabek & Holly Loy	Date of School Board Approval: Pending school board approval

Student Achievement Data:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Highly Qualified Administrators

List your school’s highly qualified administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Cecilia Troutt	M.Ed., Educational Leadership M.A., Behavior Disorders Education B.A., Education for Specific Learning Disabled Certifications: School Principal, All Levels; Emotionally Handicapped (K-12); Specific Learning Disabilities (K-12)	0	15	Davis Elementary: 11-12:C 10-11: B 72% AYP 09-10: B 87% AYP 08-09: B 82% AYP 07-08: B 77% AYP
Assistant Principal	N/A				

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Highly Qualified Instructional Coaches

List your school’s highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

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

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	District staff	June	
2. Salary Differential (Renaissance Schools)	General of Federal Programs	ongoing	
3. District Mentor Program	District Mentors	ongoing	
4. District Peer Program	District Peers	ongoing	
5. School-based teacher recognition system	Principal	ongoing	
6. Opportunities for teacher leadership	Principal	ongoing	
7. Regular time for teacher collaboration	Principal	ongoing	

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Non-Highly Qualified Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field (not ESOL certified) and not highly qualified.

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Teachers: <ul style="list-style-type: none"> • 7 Teachers out of field • 6 Teachers are not highly qualified 	<p><u>Administrators</u> Meet with the teachers four times per year to discuss progress on:</p> <ul style="list-style-type: none"> • Preparing and taking the certification exam • Completing classes need for certification • Provide substitute coverage for the teachers to observe other teachers • Discussion of what teachers learned during the observation(s) <p><u>ESE Specialist</u></p> <ul style="list-style-type: none"> • The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis <p><u>Subject Area Leader/PLC</u></p> <ul style="list-style-type: none"> • The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as an individual teacher and PLC member can improve learning for all.

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 Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
28	5	3	11	9	7	78.5%	3	1	4

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Caitlin Cook	Sheila Crawford	Mrs. Cook is a Mentor with EET initiative.	Weekly visits to include modeling, co-

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		She has strengths in the areas of leadership, mentoring, and increasing student achievement.	teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Caitlin Cook	Danielle Carfore	Mrs. Cook is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Caitlin Cook	Angelica Shabazz	Mrs. Cook is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Caitlin Cook	Stacy Patton	Mrs. Cook is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.
Caitlin Cook	Mary Staats	Mrs. Cook is a Mentor with EET initiative. She has strengths in the areas of leadership, mentoring, and increasing student achievement.	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing and problem solving.

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.

<p>Title 1, Part A Services are provided to ensure students who need additional remediation are provided support through: after school and summer programs, quality teachers through professional development, content resource teachers, and mentors.</p>
<p>Title I, Part C- Migrant The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.</p>
<p>Title I, Part D The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice.</p>
<p>Title II The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at</p>

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Renaissance schools.
Title III Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners
Title X- Homeless The district receives funds to provide resources (social workers and tutoring) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.
Violence Prevention Programs NA
Nutrition Programs NA
Housing Programs N/A
Head Start We utilize information from students in Head Start to transition into Kindergarten.
Adult Education N/A
Career and Technical Education The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations
Job Training Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations
Other NA

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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.

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

School-Based MTSS/Rti Team

Identify the school-based MTSS Leadership Team.

The MTSS Leadership team (Problem Solving Leadership Team – PSLT) includes:

- Principal
- ESE Specialist
- School Psychologist
- Social Worker
- ESE teacher
- PLC Leaders
- SAC Chair
- Paraprofessionals
- ELP Coordinator

(Note that not all members attend every meeting, but are invited based on the goals for the meeting)

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The purpose of the MTSS Leadership Team (PSLT) in our school is to ensure high quality instruction/intervention matched to student needs and using performance level and learning rate over time to make data-based decisions to guide instruction. The PSLT reviews school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve adequate yearly progress and improve other long-term outcomes (behavior, attendance, etc.). The team uses the Collaborative Culture Problem Solving Model and ALL decisions are guided by the review and analysis of student data.

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

- Oversee the multi-layered model of service delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)
- Based on student data, recommend, coordinate and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:
 - Extended Learning Programs during school
 - Intensive Reading and Math classes

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- Create, manage and update the school resource map
- Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis
- Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals
- Review and interpret student data (academic, behavior and attendance) at the school and grade levels
- Organize and support systematic data collection as needed
- Strengthen the Tier 1 (core curriculum) instruction through the:
 - Implementation and support of PLCs
 - Use of school-based *Reinforcement Instructional Calendars, Mini-Lessons* and *Mini-Assessments*
 - Use of Mini Assessments (data will be collected by PLCs and entered and compiled for analysis by members of the PSLT)
 - Implementation of research-based, scientifically validated instructional strategies and/or interventions (e.g., Differentiated Instruction)
 - Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences
- At the end of each nine weeks, assist in the evaluation of teacher fidelity data and student achievement data collected during the nine weeks.
- Assist with planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) and F-CIM (Florida Continuous Improvement Model on specific tested benchmarks) and progress monitoring.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

- The Chair of SAC is a member of the *Leadership Team/PSLT*.
- *The administration, leadership team, teachers and SAC are involved in the School Improvement Plan development and monitoring throughout the school year.*
- The School Improvement Plan is the working document that guides the work of *the Leadership Team and all teacher teams*. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- *Given that one of the main tasks is to monitor student data related to instruction and interventions, the Leadership Team/PLST monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).*
- *The Leadership Team/PSLT communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.*
- The *Leadership Team/PSLT* and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation) to:
 - *Use the problem-solving model when analyzing data:*
 1. *What is the problem? (Problem Identification)*
 2. *Why is it occurring? (Problem Analysis and Barrier Identification)*
 3. *What are we going to do about it? (Action Plan Design and Implementation)*
 4. *Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)*
 - *Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance*

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- Develop and test hypotheses about why student/school problems are occurring (changeable barriers).
- Develop and target interventions based on confirmed hypotheses.
- **Identify** appropriate progress monitoring assessments to be administered at **regular** intervals matched to the intensity of **the level of instructional/intervention support provided**.
- **Develop grading period or units of instruction//intervention** goals **that are ambitious, time-bound, and measureable (e.g., SMART goals)**.
- Review **progress monitoring data at regular intervals** to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment **support**).
- **Each PLC develops PLC action plan for SIP strategy implementation and monitoring.**
- Assess the implementation of the strategies on the SIP using the following questions:
 1. **Does the data show implementation of strategies are resulting in positive student growth?**
 2. **To what extent are we making progress toward the school's SIP goals?**
 3. **If we are making progress, what can we do to sustain what is working?**
 4. **What barriers to implementation are we facing and how will we address them?**
 5. **What should we do next? What should be our plan of action?**

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

FCAT released test	School Generated Excel Database	Principal, ESE Specialist
Baseline and Midyear District Assessments	Scantron Achievement Series	PSLT, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Math, Writing and Science	Scantron Achievement Series Data Wall	PSLT, PLCs, individual teachers
Program Generated Assessments	Software	Individual teachers
FAIR	Progress Monitoring and Reporting Network	ESE Specialist
Common assessments	Subject Area Generated Database	PLC Leaders, individual teachers, PSLT
IEP Goals and Objectives	Teacher Data Sheets	Principal, ESE Specialist, individual teachers
Sunshine State Standards Access Points	Teacher Data Sheets	Principal, ESE Specialist, individual teachers
Mini-Assessments on specific tested Benchmarks	Subject Area Generated Excel Database	Individual teachers

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Describe the plan to train staff on MTSS.

The Leadership Team/will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues.

As the District's *RtI Committee/RtI Facilitators* develop(s) resources and staff development trainings on PS/RtI, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions, *as identified by teacher needs assessment and/or EET evaluation data*, will occur during faculty meeting times or rolling faculty meetings. *The Leadership Team will send school team representatives to ongoing PS/RtI trainings/support sessions that are offered district-wide.* Our school will invite our area RtI Facilitator to visit quarterly (*or as needed*) to review our progress in implementation of PS/RtI and provide on-site coaching and support to our Leadership Teams/PLCs. New staff will be directed to participate in trainings relevant to PLCs and PS/RtI as they become available.

Describe plan to support MTSS.

Response to Intervention (RtI) has also been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. In order to support MTSS in our schools, we will:

- Consistently promote the shared vision of one system meeting the needs of ALL students with MTSS as the platform for integrating all school initiatives (i.e., PLC, PSLT, Steering, and SAC meetings, lesson study, school-wide behavior management plans).
- Provide designated school personnel with the requisite knowledge and experience to support coordination and implementation of MTSS.
- Provide continued training and support to all school based personnel in problem solving, responding to student data and the use of a systematic method to increase student achievement.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The Reading Leadership Team serves as the school's literacy Professional Learning Community. The team is comprised of:

- Principal
- ESE Specialist
- Reading Teachers
- Media Specialist
- Teachers across content areas (Language Arts, Math, Science, Social Studies and Electives) who have demonstrated effective reading instruction as reflected through positive student reading gains

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

The LLT is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the reading strategies on the SIP.

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The principal is the LLT chairperson. The ESE Specialist and principal collaborate with the team to ensure that data driven instruction support is provided to all teachers.

The principal also ensures that the LLT monitors reading data, identifies school-wide and individual teachers' reading-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the Problem Solving Leadership team's support plan. Additionally the principal ensures that time is provided for the LLT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students.

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

- Implementation and evaluation of the SIP reading strategies across the content areas
- Professional Development
- Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas
- Data analysis (on-going)
- Implement K-12 Reading Plan

NCLB Public School Choice

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

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

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

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first *two* measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. ***Parents are provided with a letter from the Commissioner of Education, explaining the assessments.*** Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms ***and as a blended program in several Early Exceptional Learning Program (EELP) classrooms. Starting in the 2012-2013 school year, students in the VPK program will be given the state-created VPK Assessment that looks at Print Knowledge, Phonological Awareness, Mathematics and Oral Language/Vocabulary.*** This assessment ***will be*** administered at the start and end of the VPK program. A copy of these assessments ***will be*** mailed to the school in which the child will be registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities ***from the first day of school.*** Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten RoundUp. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

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

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

Demonstration classroom opportunities focusing on the implementation of content-based literacy strategies are mandated by the K-12 Comprehensive Reading Plan at each site.

A Reading Leadership Team is mandated by the K-12 Comprehensive Reading Plan at each site. The principal is the chairperson of the committee and the ESE Specialist is an integral member, guiding the data review, creation of an action plan, progress monitoring of the plan and evaluation of the plan each school year. The RLT has representation from each content area and is responsible for reporting back to the school their findings and instructional decisions.

Each Subject Area PLC is responsible for reviewing their students' literacy data and creating lessons that are responsive to identified student needs. PLCs are responsible for the creation and implementation of the Florida Continuous Improvement Model Reinforcement Instructional Calendars, Mini-Lessons, Mini-Assessments and re-teach lessons based on the on-going collection of student data. Common assessments on chapter tests are used to identify effective reading strategies and guide instruction for re-teach or enrichment.

ESE Specialist is responsible for assisting content teachers with the integration of differentiated instruction strategies into their content area classrooms. With content teachers, ESE Specialist co-plan, co-teach, observe and provides feedback.

***High Schools Only**

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

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

School Social Worker collaborates with transition specialists, school personnel, families and students regarding diploma options, guardianship, age of majority, and post school options. Information is provided about adult agencies, post-secondary opportunities including adult developmental training programs and post secondary educational facilities.

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

Students are involved in IEP planning and interest inventories to assist with post school planning.

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Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#).

School Social Worker collaborates with transition specialists, school personnel, families and students regarding diploma options, guardianship, age of majority, and post school options. Information is provided about adult agencies, post-secondary opportunities including adult developmental training programs and post secondary educational facilities. The Agency for Vocational Rehabilitation is involved with assisting graduates and their families for post-secondary opportunities.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in reading (Level 3-5).			1.1. Data collection with fidelity	1.1. Reading comprehension will improve by connecting individual needs to instruction as outlined on IEP, Sunshine State Standards Access Points, and Sunshine State Standards,	1.1. Principal ESE Specialist Peer and Mentor Evaluators <u>How</u> IEP Progress Reports Access Points Data PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin) -EET formal observations (Admin and Peer/Mentor) -EET informal observation (Admin and Peer/Mentor) -School-based informal walk-through by ESE Specialists	1.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. <u>PLC Level</u> PLCs will review unit assessments and chart student progress. PLC facilitator will share data with PSLT. PSLT will review data at least quarterly.	1.1. FAIR Testing Unit Assessments Quarterly grades <u>During the Grading Period</u> -Core curriculum end of core common unit/segment tests with data aggregated for SWD performance
Reading Goal #1: In grades 3-10, the percentage of all Curriculum students reading on grade level based on the 2013 FCAT Reading and 2013 FAA will increase from 17% to 22%.	<u>2012 Current Level of Performance:*</u> 17%	<u>2013 Expected Level of Performance:*</u> 19%	Wide range of student ability levels in each classroom.	<u>Action Steps</u> 1. Teachers will be familiar with each student's IEP goals 2. IEPs will be reviewed quarterly to ensure that goals, strategies, and accommodations are being implemented with fidelity			

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				3. Quarterly progress reports will be completed utilizing student data. 4. PLC's will implement FCIM by discussing SSS Access Points data and classroom applications			
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading.			2.1.	2.1.	2.1.	2.1.	2.1.
<u>Reading Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
3. FCAT 2.0: Points for students making Learning Gains in reading.			3.1.	3.1.	3.1.	3.1.	3.1.
<u>Reading Goal #3:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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N/A							
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.			4.1.	4.1.	4.1.	4.1.	4.1.
N/A	<u>Reading Goal #4:</u>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
			4.2.	4.2.	4.2.	4.2.	4.2.
		4.3.	4.3.	4.3.	4.3.	4.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 2016-2017
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their							

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achievement gap by 50%.							
Reading Goal #5:							
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.			1.1.	1.1.	1.1.	1.1.	
Reading Goal #5A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Data collection with fidelity	Reading comprehension will improve by connecting individual needs to instruction as outlined on IEP, Sunshine State Standards Access Points, and Sunshine State Standards,	Principal ESE Specialist Peer and Mentor Evaluators <u>How</u> IEP Progress Reports Access Points Data PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/Mentor) -School-based informal walk-through by ESE Specialists	Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. PLC Level PLCs will review unit assessments and chart student progress. PLC facilitator will share data with PSLT. PSLT will review data at least quarterly.	1.1. FAIR Testing Unit Assessments Quarterly grades <u>During the Grading Period</u> -Core curriculum end of core common unit/segment tests with data aggregated for SWD performance
In grades 3-10, the percentage of students reading on grade level based on the 2013 FCAT Reading and 2013 FAA will increase from: 17% to 25% for Black students and from 20% to 28% for Hispanic students.	White:N/A Black:17% Hispanic:20% Asian:N/A American Indian:N/A	White: Black:25% Hispanic:28% Asian: American Indian:	Wide range of student ability levels in each classroom.	<u>Action Steps</u> 1. Teachers will be familiar with each student's IEP goals 2. IEPs will be reviewed quarterly to ensure that goals, strategies, and accommodations are being implemented with fidelity 3. Quarterly progress reports will be completed utilizing student data. 4. PLC's will implement FCIM by			

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				discussing SSS Access Points data and classroom applications			
			5A.2.	5A.2	5A.2	5A.2	5A.2
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5B. Economically Disadvantaged students not making satisfactory progress in reading.			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
Reading Goal #5B:							
The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from <u>11%</u> to <u>20%</u> .			2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
			11%	20%			
			Data collection with fidelity	Reading comprehension will improve by connecting individual needs to instruction as outlined on IEP, Sunshine State Standards Access Points, and Sunshine State Standards,	Principal ESE Specialist Peer and Mentor Evaluators <u>How</u> IEP Progress Reports Access Points Data PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers’ lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin) -EET formal observations (Admin and Peer/Mentor) -EET informal	<u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. <u>PLC Level</u> PLCs will review unit assessments and chart student progress. PLC facilitator will share data with PSLT. PSLT will review data at least quarterly.	FAIR Testing Unit Assessments Quarterly grades <u>During the Grading Period</u> -Core curriculum end of core common unit/ segment tests with data aggregated for SWD performance
			Wide range of student ability levels in each classroom.	<u>Action Steps</u> 1. Teachers will be familiar with each student’s IEP goals 2. IEPs will be reviewed quarterly to ensure that goals,			

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				strategies, and accommodations are being implemented with fidelity 3. Quarterly progress reports will be completed utilizing student data. 4. PLC's will implement FCIM by discussing SSS Access Points data and classroom applications	observation(Admin and Peer/Mentor) -School-based informal walk-through by ESE Specialists		
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
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:*				
N/A.							
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.

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			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. Data collection with fidelity	5D.1. Reading comprehension will improve by connecting individual needs to instruction as outlined on IEP, Sunshine State Standards Access Points, and Sunshine State Standards,	5D.1. Principal ESE Specialist Peer and Mentor Evaluators <u>How</u> IEP Progress Reports Access Points Data PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin) -EET formal observations (Admin and Peer/Mentor) -EET informal observation (Admin and Peer/Mentor) -School-based informal walk-through by ESE Specialists	5D.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. <u>PLC Level</u> PLCs will review unit assessments and chart student progress. PLC facilitator will share data with PSLT. PSLT will review data at least quarterly.	5D.1. FAIR Testing Unit Assessments Quarterly grades <u>During the Grading Period</u> -Core curriculum end of core common unit/segment tests with data aggregated for SWD performance
<p><u>Reading Goal #5D:</u></p> <p>The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Reading will increase from 17 % to 25%.</p>			<p>2012 Current Level of Performance:*</p> <p>17%</p>	<p>2013 Expected Level of Performance:*</p> <p>25%</p>	<p>Wide range of student ability levels in each classroom.</p> <p><u>Action Steps</u></p> <p>1. Teachers will be familiar with each student's IEP goals</p> <p>2. IEPs will be reviewed quarterly to ensure that goals, strategies, and accommodations are being implemented with fidelity</p> <p>3. Quarterly progress reports will be completed utilizing student data.</p> <p>4. PLC's will implement FCIM by</p>		

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				discussing SSS Access Points data and classroom applications			
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3	5D.3	5D.3	5D.3	5D.3

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Analyzing Student Data	All grades	PLC facilitator ESE Specialist School psychologist	School-wide	Quarterly, early release days and/or faculty meetings	Administrator will conduct quarterly progress report reviews	Principal
Vocabulary Acquisition strategies/ Communication Skills	All grades	PLC facilitator ESE Specialist Speech Therapist	School-wide	Monthly PLC meetings	PLC notes	Principal and leadership team

End of Reading Goals

Elementary or Middle School Mathematics Goals

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

Elementary School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient in mathematics (Level 3-5).			1.1.	1.1	1.1.	1.1.	1.1.
Mathematics Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Not all teachers proficient in the use of differentiated instruction to meet the needs of all students.	. Math skills will improve by connecting individual needs to instruction as outlined on IEP, Sunshine State Standards Access Points and Sunshine State Standards.	Principal ESE Specialist Peer and Mentor Evaluators <u>How</u> IEP Progress Reports Access Points Data PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin) -EET formal observations (Admin and Peer/Mentor) -EET informal observation (Admin and Peer/Mentor) -School-based informal walk-through by ESE Specialists	<u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. <u>PLC Level</u> PLCs will review unit assessments and chart student progress. PLC facilitator will share data with PSLT. PSLT will review data at least quarterly.	Quarterly progress reports based on student data.
In grades 3-10, the percentage of all Curriculum students completing math on grade level based on the 2013 FCAT Math and 2013 FAA will increase from 14% to 19%.	14%	16%	Wide range of student ability levels in each classroom.	1. Teachers will be familiar with each student's IEP goals 2. IEPs will be reviewed quarterly to ensure that goals, strategies, and accommodations are being implemented with fidelity 3. Quarterly progress reports will be completed utilizing student data.			

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				PLC's will implement FCIM by discussing SSS Access Points data and classroom applications			
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in mathematics.			2.1.	2.1.	2.1.	2.1.	2.1.
Mathematics Goal #2: N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
3. FCAT 2.0: Points for students making learning gains in mathematics.			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3: N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in mathematics.			4.1.	4.1.	4.1.	4.1.	4.1.
<u>Mathematics Goal #4:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3.	4.3.	4.3.	4.3.	4.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 2016-2017
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.							

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<u>Math Goal #5:</u>						
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics			1.1. Not all teachers proficient in the use of differentiated instruction to meet the needs of all students.	1.1 . Math skills will improve by connecting individual needs to instruction as outlined on IEP, Sunshine State Standards Access Points and Sunshine State Standards.	1.1. Principal ESE Specialist Peer and Mentor Evaluators <u>How</u> IEP Progress Reports Access Points Data PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin) -EET formal observations (Admin and Peer/Mentor) -EET informal observation(Admin and Peer/Mentor) -School-based informal walk-through by ESE Specialists	1.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. <u>PLC Level</u> PLCs will review unit assessments and chart student progress. PLC facilitator will share data with PSLT. PSLT will review data at least quarterly.
<u>Reading Goal #5A:</u> In grades 3-10, the percentage of all Curriculum students completing math on grade level based on the 2013 FCAT Math and 2013 FAA will increase from: 6% to 15% for Black students and 30 % to 36% for Hispanic students.	<u>2012 Current Level of Performance:*</u> White: Black:6% Hispanic:30% Asian: American Indian:	<u>2013 Expected Level of Performance:*</u> White: Black:15% Hispanic:36% Asian: American Indian:	Wide range of student ability levels in each classroom.	<u>Action Steps</u> 1.Teachers will be familiar with each student's IEP goals 2.IEPs will be reviewed quarterly to ensure that goals, strategies, and accommodations are being implemented with fidelity 3. Quarterly progress reports will be completed utilizing student data. PLC's will implement FCIM by discussing SSS Access Points data and classroom applications		Quarterly progress reports based on student data.

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			5A.2.	5A.2.	5A.2.	5A.2.	5A.2.
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
5B. Economically Disadvantaged students not making satisfactory progress in mathematics.			5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
Mathematics Goal #5B: The percentage of Economically Disadvantaged students scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from <u>11%</u> to <u>20%</u> .	<u>2012 Current Level of Performance:*</u> 11%	<u>2013 Expected Level of Performance:*</u> 20%	Not all teachers proficient in the use of differentiated instruction to meet the needs of all students. Wide range of student ability levels in each classroom.	Math skills will improve by connecting individual needs to instruction as outlined on IEP, Sunshine State Standards Access Points and Sunshine State Standards. <u>Action Steps</u> 1. Teachers will be familiar with each student's IEP goals 2. IEPs will be reviewed quarterly to ensure that goals, strategies, and accommodations are being implemented with fidelity 3. Quarterly progress reports will be	Principal ESE Specialist Peer and Mentor Evaluators <u>How</u> IEP Progress Reports Access Points Data PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin) -EET formal observations (Admin and Peer/Mentor) -EET informal observation (Admin and Peer/Mentor) -School-based informal walk-through by ESE	<u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. <u>PLC Level</u> PLCs will review unit assessments and chart student progress. PLC facilitator will share data with PSLT. PSLT will review data at least quarterly.	Quarterly progress reports based on student data.

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

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5D. Student with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
<p><u>Mathematics Goal #5D:</u></p> <p>The percentage of SWD scoring proficient/satisfactory on the 2013 FCAT/FAA Math will increase from <u>14</u>% to <u>23</u>%.</p>	<p><u>2012 Current Level of Performance:*</u></p> <p>14%</p>	<p><u>2013 Expected Level of Performance:*</u></p> <p>23%</p>	<p>Not all teachers proficient in the use of differentiated instruction to meet the needs of all students.</p> <p>Wide range of student ability levels in each classroom.</p>	<p>Math skills will improve by connecting individual needs to instruction as outlined on IEP, Sunshine State Standards Access Points and Sunshine State Standards.</p> <p><u>Action Steps</u></p> <p>1. Teachers will be familiar with each student's IEP goals</p> <p>2. IEPs will be reviewed quarterly to ensure that goals, strategies, and accommodations are being implemented with fidelity</p> <p>3. Quarterly progress reports will be completed utilizing student data.</p> <p>PLC's will implement FCIM by discussing SSS Access Points data and classroom applications</p>	<p>Principal ESE Specialist Peer and Mentor Evaluators <u>How</u> IEP Progress Reports Access Points Data PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin) -EET formal observations (Admin and Peer/Mentor) -EET informal observation (Admin and Peer/Mentor) -School-based informal walk-through by ESE Specialists</p>	<p><u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p><u>PLC Level</u> PLCs will review unit assessments and chart student progress. PLC facilitator will share data with PSLT. PSLT will review data at least quarterly.</p>	<p>Quarterly progress reports based on student data.</p>
				5D.2.	5D.2.	5D.2.	5D.2.

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		5D.3	5D.3	5D.3	5D.3	5D.3
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End of Elementary or Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals *(Middle and High Schools ONLY)

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

Algebra EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Alg1. Students scoring proficient in Algebra (Levels 3-5).			1.1.	1.1.	1.1.	1.1.	1.1.
Algebra Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A							
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.			2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A							

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			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

End of Algebra EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	All grades	Team PLCs	Team PLCs	On-going, at least quarterly	PLC notes/logs	Principal
Curriculum training	All grades	District provided trainings PLCs	Teachers	As provided by district	In-service Records	Principal

End of Mathematics Goals

Elementary and Middle School Science Goals

Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. FCAT 2.0: Students scoring proficient (Level 3-5) in science.			1.1.	1.1.	1.1	1.1.	1.1.
Science Goal #1: In grades 3-10, the percentage of all Curriculum students completing math on grade level based on the 2013 FCAT Math and 2013 FAA will increase from 26% to 31%.	2012 Current Level of Performance: * 26%	2013 Expected Level of Performance: * 29%	Not all teachers proficient in the use of differentiated instruction to meet the needs of all students. Wide range of student ability levels in each classroom.	Science skills will improve by connecting individual needs to instruction as outlined on IEP, Sunshine State Standards Access Points and Sunshine State Standards. <u>Action Steps</u> 1. Teachers will be familiar with each student's IEP goals 2. IEPs will be reviewed quarterly to ensure that goals, strategies, and accommodations are being implemented with fidelity 3. Quarterly progress reports will be completed utilizing student data. PLC's will implement FCIM by discussing SSS Access Points	.Principal ESE Specialist Peer and Mentor Evaluators <u>How</u> IEP Progress Reports Access Points Data PLC logs turned into administration. Administration provides feedback. -Evidence of strategy in teachers' lesson plans seen during administration walk-throughs. -EET formal evaluations -EET Pop-Ins (Admin) -EET formal observations (Admin and Peer/Mentor) -EET informal observation (Admin and Peer/Mentor) -School-based informal walk-through by ESE	<u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. <u>PLC Level</u> PLCs will review unit assessments and chart student progress. PLC facilitator will share data with PSLT. PSLT will review data at least quarterly.	Quarterly progress reports based on student data.

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				data and classroom applications	Specialists		
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in science.			2.1.	2.1.	2.1.	2.1.	2.1.
<u>Science Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
N/A							
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	All grades	Team PLCs	Team PLCs	On-going, at least quarterly	PLC notes/logs	Principal
Curriculum training	All grades	District provided trainings PLCs	Teachers	As provided by district	In-service Records	Principal

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End of Science Goals

Writing/Language Arts Goals

Writing/Language Arts Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Students scoring at Achievement Level 3.0 or higher in writing.			1.1.	1.1.	1.1.	1.1.	1.1.
<p>Data collection with fidelity</p> <p>Wide range of student ability levels in each classroom.</p>			<p>Strategy</p> <p>Writing level will improve by connecting individual needs to instruction as outlined on IEP, Sunshine State Standards Access Points and Sunshine State Standards.</p> <p><u>Action Steps</u></p> <p>1. Teachers will be familiar with each student's IEP goals</p> <p>2. IEPs will be reviewed quarterly to ensure that goals, strategies, and accommodations are being implemented with fidelity</p> <p>3. Quarterly progress reports will be completed utilizing</p>	<p>Principal</p> <p>ESE Specialists</p> <p>Peer and Mentor Evaluators</p> <p><u>How</u></p> <p>IEP Progress Reports</p> <p>Access Points Data</p> <p>PLC logs turned into administration.</p> <p>Administration provides feedback.</p> <p>-Evidence of strategy in teachers' lesson plans seen during administration walk-throughs.</p> <p>-EET formal evaluations</p> <p>-EET Pop-Ins (Admin)</p> <p>-EET formal observations (Admin and Peer/Mentor)</p> <p>-EET informal observation (Admin and Peer/Mentor)</p> <p>-School-based informal walk-through by ESE Specialists.</p>	<p>1.1.</p> <p><u>Teacher Level</u></p> <p>-Teachers reflect on lesson outcomes and use this knowledge to drive future instruction.</p> <p><u>PLC Level</u></p> <p>PLCs will review unit assessments and chart student progress.</p> <p>PLC facilitator will share data with PSLT.</p> <p>PSLT will review data at least quarterly.</p>	<p>District Writing Assessments</p> <p>Unit Assessments</p> <p>Quarterly grades</p>	
<u>Writing/LA Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In grades 3-10, the percentage of AYP All Curriculum (AC) students writing on grade level based on the 2013 FCAT and FAA Writing will increase from 33% to 38%.	33%	37%					

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				student data. 4. PLC's will implement FCIM by discussing SSS Access Points data and classroom applications			
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Writing/Language Arts Professional Development

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

End of Writing Goals

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Attendance Goal(s)

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Attendance			1.1.	1.1.	1.1.	1.1.	1.1.
Attendance Goal #1: -The attendance rate will increase from 91% in 2011-2012 to 93% in 2012-2013. -The number of students who have 10 or more unexcused absences throughout the school year will decrease from 209 in 2011-2012 to 188 in 2012-2013. -The number of students who have 10 or more unexcused tardies to school throughout the school year will decrease from 128 in 2011-2012 to 115 in 2012-2013.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*	Many of our students have significant medical needs and frequent illness. Students require specialized transportation and delays in transportation changes sometimes occur.	Attendance referrals monitored by the attendance committee, school social worker and ESE Specialist.	ESE Specialist, Data Processor Social Worker Principal	Attendance committee meets once a month to discuss targeted students. Monthly monitoring of attendance. Parent phone calls. IEP team meetings	Monthly district attendance reports
	89.26%	93%					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity
 Please note that each Strategy does not require a professional development or PLC activity.

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PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student attendance	All grade levels	PLC leaders	Individual PLC's	Monthly	Send referrals to attendance committee	PLC leaders, Attendance Committee

End of Attendance Goals

Suspension Goal(s)

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Suspension			1.1.	1.1.	1.1.	1.1.	1.1.
Suspension Goal #1: -The total number of students receiving Out-of-School Suspension will decrease from 19 in 2011-2012 to 17 in 2012- 2013.	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions	Many of our students demonstrate significant, unpredictable behaviors. Significant cognitive deficits of a majority of the students.	Each classroom will have a behavior plan that ties into the school's LaVoy Store. Behavior concerns will be monitored through the school's Behavior Intervention Team.	Individual Teachers Principal Behavior Intervention Team ESE Specialist	Teacher quarterly behavior data Suspension rates will be monitored	Monthly discipline reports
	0	0					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	0	0					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	19	17					
2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School						
19	17						

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		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Behavior training for staff	All grade levels	Principal, ESE Specialist, School Psychologist, Social Worker	School-wide	Faculty meetings	Review monthly discipline reports	Principal, ESE Specialist

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)		Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to “Guiding Questions”, identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Dropout Prevention		1.1.	1.1.	1.1.	1.1.	1.1.
Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>						
	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*				

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N/A							
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

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

End of Dropout Prevention Goal(s)

Health and Fitness Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Health and Fitness Goal			1.1.	1.1.	1.1.	1.1.	1.1.
Health and Fitness Goal #1:	2012 Current Level :*	2013 Expected Level :*					
N/A							

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			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Health and Fitness Goals Professional Development

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

Continuous Improvement Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Continuous Improvement Goal			1.1.	1.1.	1.1.	1.1.	1.1.
Based on the 2011-2012 School Climate Survey for Instructional Survey for Instructional Staff, the percentage of teachers who strongly agree that “The teachers that I work with deliver lessons that consistently include higher-order thinking skills” (under Teaching and Learning) was	2012 Current Level :*	2013 Expected Level :*	Limited cognitive ability of students	Key District and school staff will provide training on Higher order thinking skills.	Principal and ESE Specialist	Training topics will be revised and planned based on feedback from teachers and classroom walkthrough	Faculty training feedback from Classroom walkthroughs
	44.4%	60%	Multiple levels and ages present in each classroom. Teachers have limited opportunities to observe each other’s instruction.	As a follow up to training, opportunists will be made available for teachers to observe their colleagues teaching.			

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44.4%							
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Continuous Improvement Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Higher order thinking skills	All grade levels	Principal ESE Specialist	All Teachers	Monthly	Faculty training feedback form Classroom walkthroughs	Principal

End of Additional Goal(s)

NEW Goal(s) For the 2012-2013 School Year

NEW Reading Florida Alternate Assessment Goals

A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).			A.1.	A.1.	A.1.	A.1.	A.1.
Reading Goal A: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	A.1.	A.1.	See Reading Goal 5d	A.1.	A.1.
	19%	20%					
			A.2.	A.2.	A.2.	A.2.	A.2.
			A.3.	A.3.	A.3.	A.3.	A.3.
B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.			B.1.	B.1.	B.1.	B.1.	B.1.
Reading Goal B: The percentage of students making learning gains on the 2013 FAA will maintain or increase by 1%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	B.1.	B.1.	See Reading Goal 5d	B.1.	B.1.
	12%	13%					
			B.2.	B.2.	B.2.	B.2.	B.2.
			B.3.	B.3.	B.3.	B.3.	B.3.

NEW Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
C. Students scoring proficient in Listening/Speaking.		1.1.	1.1.	1.1.	1.1.	1.1.
CELLA Goal #C: N/A	2012 Current Percent of Students Proficient in Listening/Speaking:					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
D. Students scoring proficient in Reading.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #D: N/A	2012 Current Percent of Students Proficient in Reading :					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
E. Students scoring proficient in Writing.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #E: N/A	2012 Current Percent of Students Proficient in Writing :					

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		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

NEW Math Florida Alternate Assessment Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).			F.1.	See Math Goal 5d	F.1.	F.1.	F.1.
Mathematics Goal F: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	16%	17%					
			F.2.	F.2.	F.2.	F.2.	F.2.
			F.3.	F.3.	F.3.	F.3.	F.3.
G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.			G.1.	See Math Goal 5d	G.1.	G.1.	G.1.
Mathematics Goal G: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	15%	16%					
			G.2.	G.2.	G.2.	G.2.	G.2.

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		G.3.	G.3.	G.3.	G.3.	G.3.

NEW Geometry End-of-Course Goals *(High School ONLY)

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
H. Students scoring in the middle or upper third (proficient) in Geometry.			1.1.	1.1.	1.1.	1.1.	1.1.
Geometry Goal H: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
I. Students scoring in the upper third on Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal I: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

End of Geometry EOC Goals

NEW Science Florida Alternate Assessment Goal

Elementary, Middle and High Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9).			J.1. -Need to provide a school organization structure and procedure for regular and on-going review of students’ IEPs To address this barrier, the ESE Specialist will put a system in place for this school year.	J.1. Strategy SWD student achievement improves through the effective and consistent implementation of students’ IEP goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students’ IEPs to ensure that IEPs are implemented	J.1. <u>Who</u> Principal, ESE Specialists <u>How</u> IEP Progress Reports reviewed by ESE Specialists	J.1. <u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use data to calculate their students’ progress towards their PLC and/or individual SMART Goal. <u>PLC Level</u>	J.1. Teacher made tests
Science Goal J: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	29%	30%					

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				consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.		-Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC Leaders shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	
			J.2.	J.2.	J.2.	J.2.	J.2.
			J.3.	J.3.	J.3.	J.3.	J.3.

NEW Biology End-of-Course (EOC) Goals

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

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

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			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
L. Students scoring in upper third in Biology.			2.1.	2.1.	2.1.	2.1.	2.1.
<u>Biology Goal L:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

NEW Writing Florida Alternate Assessment Goal

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).			M.1.	M.1.	M.1.	M.1.	M.1.
<u>Writing Goal M:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	-Need to provide a school organization structure and procedure for regular and	<u>Strategy</u> SWD student achievement improves through the effective and consistent	<u>Who</u> Principal, ESE Specialists	<u>Teacher Level</u> -Teachers reflect on lesson outcomes and use this knowledge to drive future	On-going writing prompts and assessments

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The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain or increase by 1%.	33%	34%	on-going review of students' IEPs To address this barrier, the ESE Specialist will put a system in place for this school year.	implementation of students' IEP goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.	How IEP Progress Reports reviewed by ESE Specialists	instruction. -Teachers use data to calculate their students' progress towards their PLC and/or individual SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC Leaders shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction				
							M.2.	M.2.	M.2.	M.2.
							M.3.	M.3.	M.3.	M.3.

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					

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STEM Goal #1: N/A	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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

End of STEM Goal(s)

NEW Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool

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CTE Goal #1: Increase student exposure to different job families as appropriate based upon the needs of their IEP.	1.1.	1.1. Provide exposure through Great American Teach-In.	1.1. Record of presentations	1.1.	1.1.
	1.2.	1.2. Career Based Training based upon needs identified in each student's IEP.	1.2. Record of visits recorded by CBT teacher	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

End of CTE Goal(s)

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

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

- *Once the state has provided information, directions for how to upload the checklist will be posted on the School Improvement Icon.*

School Advisory Council (SAC)

SAC Membership Compliance

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

X Yes No

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Reading Goal 1, Strategy 1.1	Use funds for PIP through Parent Connect Meetings to improve academic performance of students.	\$200.00	
Final Amount Spent			