Florida Department of Education

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Fort Pierce Westwood	District Name: St. Lucie County School Board
Principal: Mallissa Hamilton	Superintendent: Michael Lannon
SAC Chair: Tina Carr	Date of School Board Approval:

<u>Student Achievement Data:</u>

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

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

Highly Effective Administrators

List your school's highly effective 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)

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

Principal	Mallissa Hamilton	Degrees-BA Business Administration MA-Educational Technology MS-School Guidance and Counseling Ed. S. Educational Leadership Certifications- Educational Leadership, Business 6-12, Guidance PK-12	3	7	2011-2012: Grade pending **Principal, Fort Pierce Westwood** School reading- 41% of student's mastery; 59% of students made learning gains; and 59% of lowest 25% made a year's worth of growth. AYP: No School math-48% of student's mastery; 49% of students made learning gains; and 57% of the lowest 25% made a year's worth of growth. AYP: No School writing- 74% of student's mastery at level 3.0. **Principal, Fort Pierce Westwood** School Reading- 34% of student's mastery; 37% of students made learning gains; and 35% of lowest 25% made a year's worth of growth. School Math-57% of student's mastery; 73% of students made learning gains; and 78% of the lowest 25% made a year's worth of growth. 2010-11: D **Principal, Fort Pierce Westwood**

					School Reading- 34% of student's mastery; 37% of students made learning gains; and 35% of lowest 25% made a year's worth of growth. School Math-57% of student's mastery; 73% of students made learning gains; and 78% of the lowest 25% made a year's worth of growth. 2009-2010: B **Assistant Principal, Treasure Coast High** School-Reading Mastery 38%: Math Mastery 67%. Reading Learning Gains 48%, Math Learning Gains 74%, Reading Lowest 25% 46%, Math Lowest 25% 63%; AYP 69%, no subgroup made AYP 2008-2009: Grade C Assistant Principal, Treasure Coast High School -Reading Mastery 38%: Math Mastery 68%, Reading Learning Gains 47%, Math Learning Gains 76%, Reading Lowest 25% 47%, Math Lowest 25% 64%; AYP 77%, Only the White Subgroup made AYP in Math.

					2007-2008: Grade C
					Assistant Principal, Treasure Coast High School, Reading Master 39%: Math Mastery 67%; Reading Learning Gains 50%, Math Learning Gains 73%, Reading Lowest 25% 46%, Math Lowest 25% 68%; AYP 72%, White and Hispanic Subgroup made AYP in Math.

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

| Assistant Principal | Anthony L. Conti | B.A. History from U. of Richmond M.Ed. Educational Leadership from Jones International University State of Florida Department of Education Professional Educator's Certificate Educational Leadership and Social Studies | 3 | 3 | 2011-2012: Grade pending

Assistant Principal, Fort Pierce Westwood

School reading- 41% of student's mastery; 59% of students made learning gains; and 59% of lowest 25% made a year's worth of growth. AYP: No

School math-48% of student's mastery; 49% of students made learning gains; and 57% of the lowest 25% made a year's worth of growth. AYP: No

School writing- 74% of student's mastery at level 3.0.

2010-11: D

Assistant Principal, Fort Pierce Westwood

School Reading- 34% of student's mastery; 37% of students made learning gains; and 35% of lowest 25% made a year's worth of growth. School Math-57% of student's mastery; 73% of students made learning gains; and 78% of the lowest 25% made a year's worth of growth.

2009-10: B

Dean, Teacher on Special Assignment,

Assistant Principal, Treasure Coast High

School-Reading Mastery 38%: Math |
|---|---|---|---|---|---|

					Mastery 67%. Reading Learning Gains 48%, Math Learning Gains 74%, Reading Lowest 25% 46%, Math Lowest 25% 63%; AYP 69%, no subgroup made AYP 2008-2009: Grade C **Dean, Treasure Coast High School -** Reading Mastery 38%: Math Mastery 68%, Reading Learning Gains 47%, Math Learning Gains 76%, Reading Lowest 25% 47%, Math Lowest 25% 64%; AYP 77%, Only the White Subgroup made AYP in Math. 2007-2008: Grade C **Dean, Treasure Coast High School,** Reading Master 39%: Math Mastery 67%; Reading Learning Gains 50%, Math Learning Gains 73%, Reading Lowest 25% 46%, Math Lowest 25% 68%; AYP 72%,

					White and Hispanic Subgroup made AYP in Math. 2006-2007: Grade D **Dean, Treasure Coast High School**, Reading Master 36%: Math Mastery 59%; Reading Learning Gains 45%, Math Learning Gains 64%, Reading Lowest 25% 41%, Math Lowest 25% 58%; AYP 74%, Only White Subgroup made AYP in Math.

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

Assistant Principal	Dr. Presley L. Charles	B.S. in Sociology from Florida A&M University	1	3	2011-2012: Grade pending
		M. of Education. Educational Leadership from Florida A&M University			**Assistant Principal, Fort Pierce Westwood** School reading- 41% of student's mastery; 59% of students made learning gains; and 59% of lowest 25% made a year's worth of growth. AYP: No School math-48% of student's mastery; 49% of students made learning gains; and 57% of the lowest 25% made a year's worth of growth. AYP: No
		Doctoral of Education Nova Southeastern University			School writing- 74% of student's mastery at level 3.0. **Assistant Principal of Ghazvini Learning Center, 2010-2011** Grade: Un-graded
		Educational Leadership All Levels Certification, State of Florida			The school is not eligible to be graded under the A+ Plan.
		Middle School Integrated Curriculum 5-9			**Science teacher and 7th grade team leader at Nims Middle School in 2009-10**: Grade F: Reading mastery 46%, Math mastery 45%; Writing mastery 77%; Science mastery 19%; Did not make AYP.
		Social Sciences (6-12) Athletic Coaching K-12			**Science, 7th grade team leader and reading teacher at Nims Middle School in 2008-2009:** Grade D: Reading mastery 42%, Math mastery 32%; Writing mastery 96%; Science mastery 19%; Did not make AYP.

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

Assistant Principal	Debra Kohuth	Bachelor's - Biology/ Secondary Education from East Stroudsburg University Master's - Curriculum/ Secondary Education - University of Scranton Master's Mathematics Master's - Educational Leadership- University of Scranton Master's	New to the school	Prior Curriculum Coordinator 2011-12 SY (Administrative position)	New to school-based administration

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

Assistant Principal	James Sloan	B.S Mathematics from Pennsylvania State University	2	1	2011-2012: Grade pending
					Assistant Principal, Fort Pierce Westwood
					School reading- 41% of student's mastery; 59% of students made learning gains; and 59% of lowest 25% made a year's worth of growth. AYP: No
		2. M.Ed Educational Administration from Ball State University			School math-48% of student's mastery; 49% of students made learning gains; and 57% of the lowest 25% made a year's worth of growth. AYP: No
					School writing- 74% of student's mastery at level 3.0.
					2010-2011: D
					Math Coach at Fort Pierce Westwood High School
					School Reading- 34% of student's mastery; 37% of students made learning gains; and 35% of lowest 25% made a year's worth of growth. School Math-57% of student's mastery; 73% of students made learning gains; and 78% of the lowest 25% made a year's worth of growth.
					2009-2010: B
					Mathematics Teacher and Data Coach,
					Treasure Coast High School-Reading
					Mastery 38%: Math Mastery 67%. Reading

					Learning Gains 48%, Math Learning Gains 74%, Reading Lowest 25% 46%, Math Lowest 25% 63%; AYP 69%, no subgroup made AYP 2008-2009: Grade C Mathematics Teacher, Treasure Coast High School -Reading Mastery 38%: Math Mastery 68%, Reading Learning Gains 47%, Math Learning Gains 76%, Reading Lowest 25% 47%, Math Lowest 25% 64%; AYP 77%, Only the White Subgroup made AYP in Math. 2007-2008: Grade C Mathematics Teacher, Treasure Coast High School, Reading Master 39%: Math Mastery 67%; Reading Learning Gains 50%, Math Learning Gains 73%, Reading Lowest 25% 46%, Math Lowest 25% 68%; AYP 72%,

					White and Hispanic Subgroup made AYP in Math.
					2006-2007: Grade D
					Mathematics Teacher, Treasure Coast High School, Reading Master 36%: Math Mastery 59%; Reading Learning Gains 45%, Math Learning Gains 64%, Reading Lowest 25% 41%, Math Lowest 25% 58%; AYP 74%, Only White Subgroup made AYP in Math.

Highly Effective Instructional Coaches

List your school's highly effective 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

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

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)

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

Literacy Coach	Joan McKinnon	1. B.A. Elementary Education - Florida Atlantic University 2. Reading Endorsed 3. 26 Hours towards Masters Degree in Reading Nova University	4	8	2011-2012: Grade pending **Fort Pierce Westwood** School reading- 41% of student's mastery; 59% of students made learning gains; and 59% of lowest 25% made a year's worth of growth. AYP: No School writing- 74% of student's mastery at level 3.0. 2010-2011: D School Reading- 34% of student's mastery; 37% of students made learning gains; and 35% of lowest 25% made a year's worth of growth. School Math-57% of student's mastery; 73% of students made learning gains; and 78% of the lowest 25% made a year's worth of growth. School Grades: D FCAT Proficiency: Math 39.3% Reading 24.8% Learning Gains: Math 71% Reading 41% Lowest 25%: Math 65% Reading 39% AYP:

					2009 – No, Reading —ELL, SWD Lincoln Park Academy, a premier college preparatory secondary school….. Achieved national recognition. Literacy Coach School Grade: A, A, A, A, A AYP: YES
Math Coach	Jason Bragg	MA Secondary Education, BSc Civil Engineering	First year with this School	3	Schools are not graded from previous state and district

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Post positions on the district website	School Based Administrators and District Personnel	August 2012 – Ongoing as needed	
2. Actively monitor applications to our postings and maintain communication with district teacher recruitment coordinators	School based Administrators and District Personnel	August 2012 – Ongoing as needed	

3. Maintain communication with state universities' career centers and alumni associations	School based Administrators and District Personnel	August 2012 – Ongoing as needed	
4. Each assistant principal is responsible for assisting in the recruitment and hiring process for a specific subject area/position(s)	Assistant Principals	August 2012 – Ongoing as needed	

Non-Highly Effective Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly effective.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective
N/A	N/A	N/A	N/A

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 In	% of First-Year Te	% of Teachers with 1-5	% of Teachers with 6-	% of Teachers with 15+	% of Teachers with	% Highly Effective	% Reading Endorsed	% National Board Ce	% ESOL Endorsed

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

struc tio nal Sta ff	ach ers	Yea rs of Exp erie nce	14 Yea rs of Exp erie nce	Yea rs of Exp erie nce	Ad van ced De gre es	Te ac her s	Te ach ers	rtif ied Te ac her s	Tea cher s
81	16.05% (13)	23.46% (19)	25.93% (21)	34.57% (28)	49.38% (40)	N/A	12.35% (10)	1.23% (1)	4.94% (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

Mr. Robert Beasley	Ms. Alicia Polega	English chair	NEST program and SHINE
			Daily Discussions with
			Mentor
			Collaborative
			Planning/ Lesson Design
			Shared Projects
			School Culture/
			Procedural Familiarization
			County
			Culture/ Procedural
			Familiarization

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

Mr. Todd Fox	Ms. Katelyn Greely	Same subject and grade level	NEST program and SHINE Daily Discussions with Mentor Collaborative Planning/ Lesson Design Shared Projects School Culture/ Procedural Familiarization County Culture/ Procedural Familiarization

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

Mr. Paul Small	Mr. Jesus Rivera	Same subject and grade level	NEST program and SHINE
			Daily Discussions with
			Mentor
			Collaborative
			Planning/ Lesson Design
			Shared Projects
			School Culture/
			Procedural Familiarization
			County
			Culture/ Procedural
			Familiarization

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

Mrs. Joann McKinnon	Ms. Leah Merrique	Department Chair	NEST program and SHINE Daily Discussions with Mentor Collaborative Planning/ Lesson Design Shared Projects School Culture/ Procedural Familiarization County Culture/ Procedural Familiarization

Mrs. Ursulla Johnson-Braswell	Mrs. Mildred Brown	CTE program	NEST program and SHINE
			Daily Discussions with
			Mentor
			Collaborative
			Planning/ Lesson Design
			Shared Projects
			School Culture/
			Procedural Familiarization
			County
			Culture/ Procedural
			Familiarization

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

Kristin Murray	Elizabeth Raasch	(Literacy/ Social Studies)	NEST program and SHINE
			Daily Discussions with
			Mentor
			Collaborative
			Planning/ Lesson Design
			Shared Projects
			School Culture/
			Procedural Familiarization
			County
			Culture/ Procedural
			Familiarization

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

Rob Ayres	Dr. Allen Ruppert	(Math)	NEST program and SHINE
			Daily Discussions with
			Mentor
			Collaborative
			Planning/ Lesson Design
			Shared Projects
			School Culture/
			Procedural Familiarization
			County
			Culture/ Procedural
			Familiarization

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

TBA	TBA	Science	NEST program and SHINE
			Daily Discussions with
			Mentor
			Collaborative
			Planning/ Lesson Design
			Shared Projects
			School Culture/
			Procedural Familiarization
			County
			Culture/ Procedural
			Familiarization

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

TBA	TBA	Reading	NEST program and SHINE
			Daily Discussions with
			Mentor
			Collaborative
			Planning/ Lesson Design
			Shared Projects
			School Culture/
			Procedural Familiarization
			County
			Culture/ Procedural
			Familiarization

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

TBA	TBA	Math	NEST program and SHINE
			Daily Discussions with
			Mentor
			Collaborative
			Planning/ Lesson Design
			Shared Projects
			School Culture/
			Procedural Familiarization
			County
			Culture/ Procedural
			Familiarization

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

TBA	TBA	Math	NEST program and SHINE
			Daily Discussions with
			Mentor
			Collaborative
			Planning/ Lesson Design
			Shared Projects
			School Culture/
			Procedural Familiarization
			County
			Culture/ Procedural
			Familiarization

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

TBA	TBA	Foreign Language/ ESOL	NEST program and SHINE Daily Discussions with Mentor Collaborative Planning/ Lesson Design Shared Projects School Culture/ Procedural Familiarization County Culture/ Procedural Familiarization

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

TBA	TBA	Reading	NEST program and SHINE
			Daily Discussions with
			Mentor
			Collaborative
			Planning/ Lesson Design
			Shared Projects
			School Culture/
			Procedural Familiarization
			County
			Culture/ Procedural
			Familiarization

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.

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

Title I, Part A coordinates and integrates with the following programs to provide support in reading, math, science and writing: Title II, Title III, Migrant, Neglected and Delinquent.
Title I, Part C- Migrant coordinate s and integrate with Title I, Part A and Title III, to provide academic support as well as support for individual needs of families and students.
Title I, Part D coordinate and integrate with Homeless, DJJ programs, and Migrant, IDEA to provide academic support as well as support for individual needs of families and students.
Title II coordinates and integrates services for Professional Development and academic support to teachers for Reading and Mathematics with Title I, Part A, Title III, and IDEA.
Title III integrates supplemental services for academic support for students in Reading and Mathematics with Title I, Part A, IDEA and Title II.
Title X- Homeless – integrates services with Title I, Part A homeless dollars and Part C for the support of homeless children's academic and individual needs.
Supplemental Academic Instruction (SAI) N/A
Violence Prevention Programs CHAMPS program and Project SUCCESS
Nutrition Programs Title I part C coordinates with the local programs to provide information on how families can receive services. Such as Mustard Seed, The Harvest

Housing Programs   Title I, Part A and C coordinate with local programs that provide support for rent, utilities and other needs of families such as Image of Christ in Fort Pierce.
Head Start Title I, Part A and the Early Learning Coalition
Adult Education Adult Education Title I, Part A and Part C coordinates with Indian River State College to provide our parents with the opportunity to get their high school diploma.

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

Career and Technical Education

Career and Technical Education

The Agricultural Biotechnology Program: This program is designed to prepare students to obtain an industry certification in horticulture or pursue collegiate studies in agricultural research, agricultural biotechnology, or land and water conservation.

Agricultural students complete the following courses: Agricultural Foundations, Agricultural Biotechnology 1 and 2, Animal

Biotechnology 3, Plant Biotechnology 3, and Agricultural Directed Studies. During the students' senior year, they are given the opportunity to take the Florida Nurseryman, Growers, and Landscapers Association Industry certification exam. Students in the Agricultural Biotechnology program will learn course content in a classroom and field/laboratory experience while working with scientists from both USDA and the University of Florida.

The Pre-Veterinary Medicine Program: This program is designed to prepare students to become certified as a veterinary assistant or receive appropriate preparation to pursue Pre-Veterinarian course work on the collegiate level. Students will take a series of courses entitled Veterinarian Assisting 1-5, where they will learn anatomy, physiology, and clinical procedures commonly practiced in licensed animal clinics. During the students' senior year, they will have the opportunity to not only prepare for industry certification but can also experience a hands-on study of Florida Wildlife. Students in the Pre-Veterinary

Medicine Program will learn course content in a classroom and field/hands-on format.

The Pre-Medicine Program: This program is designed to prepare students to become Certified Nurse Assistants (CNAs) and/or be prepared to pursue Pre-Medicine coursework on the collegiate level. Students in the Pre-Medicine Program will take a series of courses in Health Science I, Health Science II, and Health Science III. Next, students will also be given the opportunity to take a dual enrollment course in nurse assisting. At the completion of the dual enrollment course, students will take an industry certification exam to become a Certified Nurse Assistant. Course work in the Pre-Medicine Program will take place in the traditional classroom and as well involving various practical experiences such as in nursing homes and hospitals.

The Green Construction Program: This program is designed to prepare students to become proficient in construction as well as experience a plethora of Green Construction and Building techniques and projects which will prepare them for coursework on the collegiate level. While completing a series of classes including Building Construction I, II, III, and IV, students will have the opportunity to demonstrate their skill mastery by participating in local, state and national level competitions which focus on various specializations of the Construction Industry. Students will also participate in real work-world, relevant building projects related to the school and the local community.

The Marine and Oceanographic Academy (MOA): The Marine and Oceanographic Academy (MOA): This academy is designed to expose students to various research by way of immersion and integration of core curriculum with the focus on marine and oceanographic studies.
Job Training: The Agricultural Biotechnology Program, The Pre-Medicine Program: This program is designed to prepare students to become Certified Nurse Assistants (CNAs) and/or be prepared to pursue Pre-Medicine coursework on the collegiate level and The Marine and Oceanographic Academy (MOA): This academy is designed to expose students to various research-based strategies.
Other

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

School-Based MTSS/RtI Team

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

Identify the school-based MTSS Leadership Team.

Dwayne Chapman –ESE chair

Monarae Buchanan- 9th grade Guidance Counselor/RTi-A Chair

Mallissa Hamilton- Principal

Anthony Conti-AP

James Sloan-AP

Debra Kohuth-AP

Dr. Presley Charles-AP

School psychologist--Sheila Stockman

District Rti Support--Amy Slacum

Literary Coach---Joan Mckinnon

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

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 MTSS leadership team will meet quarterly for the purpose of strengthening the core learning environment. They will review the school SIP components and areas of need. They will help identify areas that could prohibit the school from meeting these goals. The group will develop action plans to meet SIP goals, identifying resources, monitoring fidelity and effectiveness of the core, tiered support and ESE instruction. They will manage and coordinate efforts between RTI-B and RTI A Teams, and departments, and SLCs.
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 team will meet at the beginning of the year to review data and action plans and then revise the SIP process quarterly, as needed, based on leading indicators found in Performance Matters and released state data.
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.
Describe the plan to train staff on MTSS.
Describe plan to support MTSS.

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). The LLT will consist of the following permanent members: Mrs. Mallissa Hamilton, Principal; Dr. Presley Charles, Assistant Principal; Joan McKinnon, Literacy Coach/ Reading Department Chair ; two representatives of the Reading Department faculty, to be chosen later; and one representative of each major department (English, Social Studies, Science, Math, Vocational, Elective), to be chosen later. All efforts will be made to recruit rotating and/or temporary members to ensure that all instructional areas of the school are represented.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT will meet on a monthly basis to review progress and determine future steps toward achieving the annual goals listed below. Additional meetings will be scheduled and held as needed. As the representative leader of the group, the Literacy Coach will be primarily responsible for goal-setting and administrative functions related to the group. She will be assisted by the Reading Department Chair, who will handle supplemental administrative responsibilities. Specific projects during the course of the school year will be delegated to individual members of the LLT, and these responsibilities will be recorded in the meeting minutes.
What will be the major initiatives of the LLT this year? The major initiatives for the 2012-2013 school year are as follows: ● To finish implementing and continue supporting the new St. Lucie County Literacy Routine in both English and Reading classrooms, and to extend the research-based strategies to other subject areas in an effort to raise the focus on literacy in all academic forums; ● To take steps to improve and expand the variety, level, and appropriateness of the literary texts to which the students are exposed, including the improvement of the Media Center collection and classroom library collections; and To brainstorm additional methods for bringing literacy into a place of central focus for students and Westwood employees alike.

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

- **Supplemental Educational Services (SES) Notification**
  Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

Elementary Title I Schools Only: Pre-School Transition

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

N/A

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

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

N/A

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?

We coordinate and integrate our courses to provide support in reading, math, science and writing: Title II, Title III, Migrant,

Neglected and Delinquent. Our Marine and Oceanographic Academy along with our 9th grade Academy are set up as small learning communities to improve the success of students through common theme and grade level programming. Each academy's teachers share and collaborate in all subject areas with the goal to increase student achievement, raise attendance rates, increase graduation rate, and create a sense of community and oneness. Our school now offers common planning time which alternates every other week with a focus on meeting and planning collaboratively within common departments or in a small learning environment. Both allow teachers to coordinate and integrate curriculum objectives with rigor and relevance.

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

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?

We have implemented a Freshmen Seminar course which is focused on teaching an awareness of personal skills, goal setting, and career selection opportunities. Our teachers create the learning experience around differentiated interests and skills so the course of study is personally meaningful.

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 <u>High School Feedback Report</u>.

Our guidance department has implemented a comprehensive guidance plan which deals with the social, physical, emotional, and psychological side of what affects our students and how they make decisions regarding postsecondary schooling. Student readiness for the public postsecondary level is embedded in our curriculum and in lesson planning relative to rigor and real world relevance of the core subject areas. A Career Parent and Student Night along with other Guidance Related events will focus on career choices and in school field trips to al career and technical education courses. All students will also have the opportunity to actively participate in career related activities to assist them in identifying a major that best suits them.

PART II: EXPECTED IMPROVEMENTS
Reading Goals

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

Reading Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1.1 Students share a generalized lack of exposure to a wide variety of textual materials 2. Multiple new teachers (new to school , new to reading, new to evaluation)	1. provide profes sional develo pment specific to the new standards *NGSSS PD *Literacy Routines *Commo n Core Text Complexi ty Prov ide a print –rich env iron ment thro ugho ut the schoo l	1.1. Reading Department Chair, with support from school administration and the School Renewal Team.	1.1. Lesson plans will reflect the standards with the correct alignment. * Focus Calendar aligned with English Dept. based on Scope & Sequence	1.1. Administration will review lesson plans. Also teacher Observations and evaluations; classroom walkthroughs		

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

Reading Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Our school-wide goal is at least _42_% of our students achieve proficiency on the Reading section of the FCAT 2.0.							
	35%(215)	**42%(225)**					
		1.2. Instructional rigor throughout grade levels is at the basic level-	1.2. A review of resources and observations to determine fidelity of use. Provide PD in the areas of: Text Complexity, CIS, SLC Literacy Routines, Differentiated(small group) Instruction	1.2. Literacy Coach with support from administration. And the School renewal team	1.2. Peer Observation Peer Coaching Grade level collaborative planning	1.2. Administration will review lesson plans and conference with teachers. Admin. and Lit Coach will conduct classroom walkthroughs	

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

			1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	
1b. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in reading.**	1.b1 Students share a generalized lack of exposure to a wide variety of textual materials 2. Multiple new teachers (new to school , new to reading, new to evaluation)	2.	provide profes sional develo pment specific to the new standards *NGSSS PD *Literacy Routines *Commo n Core Text Complexi ty Prov ide a print –rich env iron ment thro ugho ut the schoo l	1.1. Reading Department Chair, with support from school administration and the School Renewal Team.	1.1. Lesson plans will reflect the standards with the correct alignment. * Focus Calendar aligned with English Dept. based on Scope & Sequence	1.1. Administration will review lesson plans. Also teacher Observations and evaluations; classroom walkthroughs		

April 2012
Rule 6A-1.099811
Revised April 29, 2011   45

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

Reading Goal #1b: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	N/A	N/A				
	1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
	1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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

2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.	2.1. Deficits in necessary Skill categories, such as vocabulary, nonfiction reading and writing.	2.1.* Increased rigor * Text complexity * Increased higher level word study to include interactive word walls and Close Reading * Implementation of SLC Literacy Routines * Differentiated small instruction Modeling/ Coaching	2.1. Administration Lit. Coach and School Renewal Team	2.1. *Data Chats and Conferencing with students * Adhere to the Reading Focus Calendar	2.1. Classroom walkthroughs Admin. observations FCAT Reading Exam, District Benchmark Exams, Mini Assessments.		

Reading Goal #2a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Our school-wide goal is at least _26_% of our students to achieve Level 4 and 5 on the Reading section of the FCAT 2.0.							
	21% (129)	26% (160)					
		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
		2a.3	2a.3	2a.3	2a.3	2a.3	

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

2b. Florida Alternate Assessment: **Students scoring at or above Level 7 in reading.**	2.b1 Students share a generalized lack of exposure to a wide variety of textual materials 2. Multiple new teachers (new to school , new to reading, new to evaluation)	2.1provide professional development specific to the new standards *NGSSS PD *Literacy Routines *Common Core Text Complexity Provide a print –rich environment throughout the school	2.1. Reading Department Chair, with support from school administration and the School Renewal Team.	2.1. Lesson plans will reflect the standards with the correct alignment. * Focus Calendar aligned with English Dept. based on Scope & Sequence	2.1. Administration will review lesson plans. Also teacher Observations and evaluations; classroom walkthroughs		

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

Reading Goal #2b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A							
	N/A	*N/A*					
		2b.2.	2b2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

3a. FCAT 2.0: Percentage of students making Learning Gains in reading.	3.1. There is a general lack of knowledge on the part of both teachers and students regarding students' past data, current status, or future goals; this situation hinders the establishment of reasonable, data-driven expectations for student work or for teacher instruction.	3.1. Deliver differentiated instruction to students working in small groups. Include Lit. Routines as a method to combat whole group instruction. Create data binders to set goals and track student progress on formative assessment toward the end of differentiating instruction. Regularly scheduled Data Chats	3.1. Administrators, Teachers, Lit. Coach And School Renewal Team	3.1. Classroom walkthroughs Data chats and student led conversations	3.1. Curriculum progress monitoring Benchmark assessments, FCAT, and mini-assessments		

	Modeling/ Coaching					
	Whole group instruction is the primary delivery method					
Reading Goal #3a: *Our school-wide goal is at least _63_% of our students making Learning gains on the Reading section of the FCAT 2.0.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

	59% (362)	**63% (386)**				
		3.2. Newly hired teachers are unfamiliar with the alignment of standards and strands. Focus Calendar based on the Scope and Sequence SLC Literacy Routines	3.2. Provide professional development specific to the new standards. SLC Literacy Routines Text Complexity Common Core Literacy Coach will conference with teachers	3.2. Literacy Coach And School Renewal Team	3.2. Lesson plans will reflect the correct alignment * Grade Level Planning and Collaboration * Peer coaching	3.2. Administration will review lesson plans, classroom walkthroughs
		3a.3.	3a.3. Utilize Performance Matters to review student data.	3a.3.	3a..3.	3a.3.

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

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.	3.b1 Students share a generalized lack of exposure to a wide variety of textual materials 2. Multiple new teachers (new to school , new to reading, new to evaluation)	3b.1provide professional development specific to the new standards *NGSSS PD *Literacy Routines *Common Core Text Complexity Provide a print –rich environment throughout the school	3b.1. Reading Department Chair, with support from school administration and the School Renewal Team.	3b.1. Lesson plans will reflect the standards with the correct alignment. * Focus Calendar aligned with English Dept. based on Scope & Sequence	3b.1 Administration will review lesson plans. Also teacher Observations and evaluations; classroom walkthroughs		

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

Reading Goal #3b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A							
	N/A	N/A					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.	4.1.Attendance Cognitive Endurance	4.1.Student/ Teacher conference Student Feedback and reflection	4.1.Classroom teachers Administration and Guidance Counselors	4.1.Review ongoing progress monitoring data Attendance and referral data in conjunction with the RTI-B team as a process to determine effectiveness	4.1. Review of attendance and referral data Teacher /Parent Conference		

Reading Goal #4a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Our school-wide goal is at least _63_% of our lowest 25% of students to make Learning gains on the Reading section of the FCAT 2.0.						
	59% (362)	**63% (386)**				
		4a.2.	4a.2.	4a.2.	4a.2.	4a.2.
		4a.3	4a.3.	4a.3.	4a.3.	4a.3.

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

4b. Florida Alternate Assessment: **Percentage of students in Lowest 25% making learning gains in reading.**	4b.1 Students share a generalized lack of exposure to a wide variety of textual materials 2. Multiple new teachers (new to school , new to reading, new to evaluation)	4b.1provide professional development specific to the new standards *NGSSS PD *Literacy Routines *Common Core Text Complexity Provide a print –rich environment throughout the school	4b.1 Reading Department Chair, with support from school administration and the School Renewal Team.	4b.1 Lesson plans will reflect the standards with the correct alignment. * Focus Calendar aligned with English Dept. based on Scope & Sequence	4b.1. Administration will review lesson plans. Also teacher Observations and evaluations; classroom walkthroughs	

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

Reading Goal #4b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A							
		Enter numerical data for expected level of performance in this box.					
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
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**	

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011 34% at Level 3 or Higher in Reading	The current level of performance for the 2011-2012 school year is **35%**	By June 2013, 47% of the students will be proficient in Reading.	By June 2014, 52% of the students will be proficient in Reading.	By June 2013, 57% of the students will be proficient in Reading.	By June 2013, 62% of the students will be proficient in Reading.	By June 2017, 67% of the students will be proficient in Reading.
Reading Goal #5A: *The long term goal for reading would be to have students increase proficiency by 12% this year and to increase by 5% every year thereafter.*							

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

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

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

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5b.1. White: Black: Hispanic: Asian: American Indian: a generalized lack of exposure to a wide variety of textual materials 2. Multiple new teachers (new to school , new to reading, new to evaluation)	5b.1. *Conferencing with students *Students will be exposed to a wide variety of texts : fiction and non-fiction texts, teacher directed small group instruction infused with the school wide initiative of Cornell Note taking, and an increased focus on vocabulary, nonfiction reading and writing. *In addition, students will be afforded an afterschool tutorial program.	5b.1. Reading/English teachers Literacy Coach, and Administration	5b.1.Teacher directed small group discussions, relevant, meaningful and engaging lessons with consistent emphasis on the targeted goals (vocabulary, nonfiction reading and writing). Teacher/student conference Data Measurement tools Scales and rubrics	5b.1 Notebook checks, Formative Assessments Tracking/Progress Monitoring Administration will review lesson plans, classroom walkthroughs	

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

Reading Goal #5B: *Our school-wide goal is (N/A) of our students in the Ethnic subgroup will make satisfactory progress in reading.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Subgroup data is not available from the DOE as of 10/1/2012 White: Black: Hispanic: Asian: American Indian:	*Enter numerical data for expected level of performance in this box.*				
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. Potentially our ELL students can become frustrated with the level and quantity of grade-level vocabulary that they are expected to know to participate in their content-area classes and in real-world situations. There is little opportunity to learn and practice new words in a reduced stress and risk-free atmosphere	5C.1. Students will be immersed in a print rich environment, Students will be given a wider variety of opportunities to learn new vocabulary and to master strategies for decoding new vocabulary that they encounter in their daily routines; opportunities will include: use of the Rosetta Stone language acquisition program; Language! Reading Program, basic and advanced strategies in breaking words down into their component	5C.1. ESOL teacher Literacy Coach Administration School Renewal Team	5C.1. Students will produce a variety of graphic, written, electronic, or ideographic products that demonstrate an understanding of words and word parts on an advanced level of cognition, along with the ability to use or produce context clues, identify terms that are similar to terms in their first languages, and acquire grade-level appropriate vocabulary; students will also be monitored in their content-area classes to verify that these strategies are being employed to enhance their understanding of academic terminology, core class textbooks, and context-specific words required for mastery in various content areas.	5C.1. AIMSweb and SRI Progress Monitoring, classroom , walkthroughs, Teacher evaluation and observation, Mini assessments FCAT Reading Exam, Vocabulary Strand; District Benchmark Exams,		

	and skills are rarely transferable to real-world settings in a manner that allows students to access the abilities they display in contained academic environments.	parts; identification of the most common word parts used in the English language; identifying cognates of, and words of similar origin to, terminology in the student's first language; instruction in nonfiction reading, writing, and speaking; strategies for identifying and using textual and environmental context clues.			

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

Reading Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Our school-wide goal is (N/A)% of our students in the ELL subgroup will make satisfactory progress in reading in reading.						
	Subgroup data is not available from the DOE as of 10/1/2012	*Enter numerical data for expected level of performance in this box.*				
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. There is insufficient identification of strands that students have difficulty in mastering.	5D.1. Identify strands based on the most recent data. Include strategies that involve the RtI-A team, small group instruction Ongoing collaboration among teachers to identify strands needing focus	5D.1. Teachers Literacy Coach Administrators	5D.1. Response to Intervention Packet Formative Assessments	5D.1. Progress Monitoring AIMS web, SRI Observations Walkthroughs Mini Assessments FCAT Reading Exam, District Benchmark Exams		

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

Reading Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Our school-wide goal is (N/A)% of our students in the SWD subgroup will make satisfactory progress in reading in reading.						
	Subgroup data is not available from the DOE as of 10/1/2012	*Our school-wide goal is (N/A)% of our students in the SWD subgroup will make satisfactory progress in reading in reading.*				
	—	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.

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

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

5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Our students frequently find themselves frustrated by a lack of resources, including but not limited to the following: access to computer technology; access to Internet technology; access to sufficient or appropriate texts such as books,	5E.1. Identify strands based on most recent data. Classrooms will be provided with a wide array of resource opportunities for students, including access to Internet resources, access to computers for educational purposes (such as word processing and presentation software), access to classroom libraries, and access to enhanced educational materials at a variety of reading,	5E.1. Administrators Teachers, Literacy Coach Guidance Counselors Media Specialist	5E.1. Response to Intervention packet Formative Assessments	5E.1. Progress Monitoring AIMSweb, SRI Observations Walkthroughs FCAT Reading Exam, District Benchmark Exams		

newspapers, and magazines. The majority of classrooms will be provided with a wide array of resource opportunities for students, including access to Internet resources, access to computers for educational purposes (such as word processing and	grade, and skill levels; all classes will also be given access to these resources through the school Media Center, Computer Laboratories, Laptop Carts and Resource rooms.				

presentatio n software).						
Reading Goal #5E: *Our school-wide goal is (N/A)% of our students in the Economically Disadvantage subgroup will make satisfactory progress in reading in reading.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

	Subgroup data is not available from the DOE as of 10/1/2012	*Our school-wide goal is (N/A)% of our students in the Economically Disadvantage subgroup will make satisfactory progress in reading in reading.*					
		5E.2.	5E.2	5E.2.	5E.2.	5E.2.	
		5E.3	5E.3	5E.3	5E.3	5E.3	

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Cornell Note taking	Grades 9-12	Dr. P. Charles	All administrators and Faculty members	August 13, 2012 and on-going	Classroom observations	M. Hamilton, Principal, P. Charles, Assistant Principal
SLCSB Literacy Routines	Grades 9-12	Joan McKinnon, Literacy Coach	Reading teachers	September 2012 and on-going	Coaching, Modeling; classroom observation and feedback	P. Charles, Assistant Principal; J. McKinnon, Literacy Coach , School Renewal Team
AIMSweb	Grades 9-10	TBA	Reading	September 18, 2012	Monitoring of student usage and performance	P. Charles, Assistant Principal; J. McKinnon, Literacy Coach, District RtI
Thinking Maps	Grades 9-12	TBA	New faculty members	TBA	Coaching and modeling	P. Charles, Assistant Principal; J. McKinnon, Literacy Coach
						J. McKinnon, Literacy Coach
						School Renewal Team
Cross-Curricular Literacy Focus	Grades 9-12	J. McKinnon Literacy Coach; School Renewal Team	Individual faculty Departments	October 2012	Coaching and modeling	

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

Florida's Continuous Improvement Model (FCIM): progress monitoring, student goal setting, data chats	Grades 9-12	J. McKinnon, Literacy Coach; School Renewal team	Reading teachers	September 2012 and on-going	Structured coaching and mentoring; classroom observation and feedback; student monitoring	M. Hamilton, Principal; P. Charles, Assistant Principal; J. McKinnon, Literacy Coach, School Renewal Team
Reading Skills and Strategies: Lesson Planning, Data Chats, and Vocabulary/ Word Walls with ongoing Training and Application	Grades 9-12	Joan McKinnon, Literacy Coach; School Renewal Team, Reading teachers	Reading teachers; other faculty departments as needed	September 2012 and on-going	Conferencing/ coaching and modeling; classroom observation and feedback	P. Charles, Assistant Principal; J. McKinnon, Literacy Coach , School Renewal Team

Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Reading Coach	Reading Coach salary	Title I	$76,429
Subtotal:$76,429			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			

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

Strategy	Description of Resources	Funding Source	Amount
Thinking Maps: Ongoing training in the usage of visual learning terms to enhance student comprehension and information processing	Individual faculty training and resources binders	Title I	$4,500.00 (est.)
Other			
Strategy	Description of Resources	Funding Source	Amount
ASCD conference	Common Core State Standards and Higher-Level Thinking:-students and teachers –students and teachers by embedding rigorous content and higher level thinking skills. Session examines the thinking skills contained within CCSS and reviews a format for the direct application of thinking skills to content standards.	Title I	$1500.00

The National Alliance of Black School Educators (NABSE) Conference	NABSE is the nation's premiere non-profit organization devoted to furthering the academic success for the nation's children - particularly children of African descent. Now in its 36th year, NABSE boasts an outreach to more than 10,000 preeminent educators including teachers, administrators, superintendents as well as corporate and institutional members…NABSE is dedicated to improving both the educational experiences and accomplishments of African American youth through the development and use of instructional and motivational methods that increase levels of inspiration, attendance and overall achievement.	Title I Professional Development	$800.00
Subtotal: $6,800			
Total: $83,229			

End of Reading Goal

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition				

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

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in Listening/ Speaking.	1.1. 25% of ELL students do not speak any English	1.1. Differentiated collaborative grouping according to language acquisition level	1.1. ESOL Compliance Specialist, ESOL reading teacher, ESOL paraprofessionals	1.1. Fluency test progress data	1. CELLA 2013	
CELLA Goal #1: ELL students scoring at proficiency level in Listening/speaking on CELLA 2013 will increase by a minimum of 5%.	2012 Current Percent of Students Proficient in Listening/Speaking:					
	16.7% (12)					
		1.2.	1.2.	1.2.	1.2.	1.2.

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

Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	1.3. Strategy	1.3. Person or Position Responsible for Monitoring	1.3. Process Used to Determine Effectiveness of Strategy	1.3. Evaluation Tool	1.3.
2. Students scoring proficient in Reading.	2.1. 25% ELL students speak no English.	2.1. Differentiate instruction utilizing learning stations.	2.1. ESOL Compliance Specialist, ESOL reading teacher, ESOL paraprofessionals	2.1. Voyager lexile assessment scores	2.1. CELLA 2013	

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

CELLA Goal #2: ELL students scoring proficient in reading on CELLA 2013 will increase by a minimum of 10%.	2012 Current Percent of Students Proficient in Reading :				
	4.2% (3)				
		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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in Writing.	2.1. Limited English vocabulary	2.1. Weekly writing experiences, including journaling, Cornell notes and monthly writing prompts	2.1. ESOL Compliance Specialist, ELL LA teachers	2.1. Writing prompt scores	2.1. CELLA 2013

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

CELLA Goal #3:	2012 Current Percent of Students Proficient in Writing :					
ELL students scoring proficient in writing on CELLA 2013 will increase by a minimum of 10%.						
	6.9% (5)					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 0			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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

Subtotal: 0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 0			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: 0			

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

High School Mathematics Goals	Problem-Solving Process to Increase Student Achievement					

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in mathematics.**	1b.1. Teachers need training to effectively implement Access Points.	1b.1 Instructional staff will participate in department PD opportunities. .	1b.1. District PD Team ESE Specialists Administrative Team	1b.1. Observations and debriefing sessions	1b.1. Documentation and Reflection Tools FAA		

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

Mathematics Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
N/a						
	N/a	*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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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

2. **Florida Alternate Assessment:** Students scoring at or above Level 7 in mathematics.	2b.1. Students are deficient in basic algebra and geometry needed to solve high level math problems.	2b.1. Teacher will develop instructional strategies for functional real world application in a school, work or home setting	2b.1. Teacher Administration	2b.1. Teacher lessons designed using the access points using algebra and geometry applications	2b.1. FAA Brigance Assessment Data Collection Observation		

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

Mathematics Goal #2: *N/A*	2012 Current Level of Performance:* *N/A*	2013 Expected Level of Performance:* *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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

3. Florida Alternate Assessment: **Percentage of students making Learning Gains in mathematics.**	**3b.** Train teachers to effectively implement Access Points.	3b.1. Instructional staff will participate in department PD opportunities	3b.1. District PD Team ESE Specialists Administrative Team	3b.1. Observations and debriefing sessions	3b.1. FAA		

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

Mathematics Goal #3:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

4. Florida Alternate Assessment: **Percentage of students in Lowest 25% making learning gains in mathematics.**	4b.1. Train teachers to effectively implement Access Points.	4b.1. Instructional staff will participate in department PLC opportunities.	4b.1. District PD Team ESE Specialists Administrative Team	4b.1. Observations and debriefing sessions	4b.1. FAA	

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

Mathematics Goal #4: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	N/A	N/A				
	4.2.	4.2.	4.2.	4.2.	4.2.	
	4.3	4.3.	4.3.	4.3.	4.3.	

End of Florida Alternate Assessment High School Mathematics Goals

Algebra End-of-Course (EOC) Goals

* 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					

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Algebra.	1.1. Students are experiencing difficulties in the transition from computation-based instruction to problem-solving based instruction	1.1. Teachers are trained and coached in implementing best practices for instruction, including using collaborative groups, manipulatives, and real-world applications	1.1. Math Coach, Department Head, Team Leaders, SLC Leaders, Assistant Principal over Math	1.1. The process will be to continually implement EOC style questions into daily classroom activities and assessments. Teachers will also work on increasing the rigor of their teaching.	1.1. Teacher, district, and state developed assessments. Teacher observation Classroom walkthroughs Marzano Framework		
Algebra Goal #1: To increase the number of students who achieve a score of 3on the Algebra I EOC exam.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	31.5%(69/219) scored a 3 on the Algebra I EOC	*40% score a 3 on the Algebra I EOC*					

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

		1.2. Many students are entering Alg I 2-3 years below grade level based on FCAT data	1.2. All regular Algebra students are enrolled in a double-blocked math class (not honors) Implement after school tutoring to prepare students for the EOC	1.2. Math Coach, Department Head, Team Leaders, SLC Leaders, Assistant Principal over Math	1.2. The process will be to implement pretests and post tests on multiple levels in order to track student progress towards achievement of state standards.	1.2. Available tests banks released from the state. District created mini assessments, benchmarks, and common exams School generated assessments. Marzano Framework	
		1.3. Novelty of the EOC (online test, different format)	1.3. Familiarize students and teachers with the format and expectations of the EOC, including state standards, test format, reference sheets, time limits, and question types.	1.3. Math Coach, Department Head, Team Leaders, SLC Leaders, Assistant Principal over Math	1.3. The process will be to continually implement EOC style questions into daily classroom activities and assessments.	1.3. Teacher, district, and state developed assessments. Teacher observation Classroom walkthroughs Marzano Framework	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.	2.1. Students are not being exposed to enough rigorous and challenging content	2.1. Teachers are trained and coached in differentiation strategies Implement multiple levels of assessment	2.1. Math Coach, Department Head, Team Leaders, SLC Leaders, Assistant Principal over Math	2.1. The process will be to continually implement EOC style questions into daily classroom activities and assessments. Teachers will also work on increasing the rigor of their teaching.	2.1. Teacher, district, and state developed assessments. Teacher observation Classroom walkthroughs Marzano Framework		
Algebra Goal #2: To increase the number of students who achieve a score of 4 or 5on the Algebra I EOC exam	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	4.5%(10/219) scored a 4 or 5 on the Algebra I EOC	*10% score a 4 or 5 on the Algebra I EOC*					

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

		2.2. Novelty of the EOC (online test, different format)	2.2. Familiarize students and teachers with the format and expectations of the EOC, including state standards, test format, reference sheets, time limits, and question types.	2.2. Math Coach, Department Head, Team Leaders, SLC Leaders, Assistant Principal over Math	2.2. The process will be to continually implement EOC style questions into daily classroom activities and assessments.	2.2. Teacher, district, and state developed assessments. Teacher observation Classroom walkthroughs Marzano Framework	
		2.3	2.3	2.3	2.3	2.3	
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**	
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	The current level of performance for the 2011-2012 school year was originally 42% but because of the added weight we received credit for 48%	By June 2013, 54% of the students will show proficiency.	By June 2014, 59% of the students will show proficiency.	By June 2015, 64% of the students will show proficiency.	By June 2016, 69% of the students will show proficiency.	By June 2017, 74% of the students will show proficiency.

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

Algebra Goal #3A: *The long term goal for Algebra 1 EOC would be to have students make 53% proficiency this year and to increase by 5% each year. By June 2017,*							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra.**	3B.1. White: Black: Hispanic: Asian: American Indian: The anticipated barrier for all subgroups would be the lack of data available for incoming 9th grade students due to the transition from FCAT testing to EOC testing.	3B.1. To implement multiple levels of assessments.	3B.1. Math Coach, Department Head, Team Leaders, SLC Leaders, Assistant Principal over Math	3B.1. The process will be to implement pretests and post tests on multiple levels in order to track student progress towards achievement of state standards.	3B.1. Available tests banks released from the state. District created mini assessments, benchmarks, and common exams School generated assessments. Marzano Framework		
Algebra Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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

	Sub Group Data not available	*Enter numerical data for expected level of performance in this box.*					
	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

3C. English Language Learners (ELL) not making satisfactory progress in Algebra.	3C.1. The anticipated barrier for all subgroups would be the lack of data available for incoming 9th grade students due to the transition from FCAT testing to EOC testing.	3C.1. To implement multiple levels of assessments.	3C.1. Math Coach, Department Head, Team Leaders, SLC Leaders, Assistant Principal over Math	3C.1. The process will be to implement pretests and post tests on multiple levels in order to track student progress towards achievement of state standards.	3C.1. Available tests banks released from the state. District created mini assessments, benchmarks, and common exams School generated assessments. Marzano Framework		

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

| Algebra Goal #3C:

n/a	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Subgroup data not available	n/a				
		3C.2. Students lack of understanding the English language.	3C.2. Students will be placed in support classes such as Intensive Reading.	3C.2. Math Coach, Department Head, Team Leaders, SLC Leaders, Assistant Principal over Math, Reading Coach, Reading Teacher	3C.2. Collaboration between Reading teachers and Math teachers in order to look for gains in understanding.

Word Walls | 3C.2. Available tests banks released from the state.

District created mini assessments, benchmarks, and common exams

School generated assessments.

Marzano Framework | |
| | | 3C.3. | 3C.3. | 3C.3. | 3C.3. | 3C.3. | |

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.	3D.1. The anticipated barrier for all subgroups would be the lack of data available for incoming 9th grade students due to the transition from FCAT testing to EOC testing.	3D.1. To implement multiple levels of assessments.	3D.1. Math Coach, Department Head, Team Leaders, SLC Leaders, Assistant Principal over Math	3D.1. The process will be to implement pretests and post tests on multiple levels in order to track student progress towards achievement of state standards.	3D.1. Available tests banks released from the state. District created mini assessments, benchmarks, and common exams School generated assessments. Marzano Framework		

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

Algebra Goal #3D: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Sub-group data not available	N/A				
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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

3E. Economically Disadvantaged students not making satisfactory progress in Algebra.	3E.1. The anticipated barrier for all subgroups would be the lack of data available for incoming 9th grade students due to the transition from FCAT testing to EOC testing.	3E.1. To implement multiple levels of assessments.	3E.1. Math Coach, Department Head, Team Leaders, SLC Leaders, Assistant Principal over Math	3E.1. The process will be to implement pretests and post tests on multiple levels in order to track student progress towards achievement of state standards.	3E.1. Available tests banks released from the state. District created mini assessments, benchmarks, and common exams School generated assessments. Marzano Framework		

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

Algebra Goal #3E: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Sub-group data not available	N					
		3E.2. Lack of schooling material available for students use at home.	3E.2 To be able to provide students with as much material as possible to allow equitability.	3E.2. Math Coach, Department Head, Team Leaders, SLC Leaders, Assistant Principal over Math	3E.2. Teachers and staff will talk with students in order to determine what needs are being met and what areas needs are not being met.	3E.2. Informal conversations with students.	
		3E.3	3E.3	3E.3	3E.3	3E.3	

End of Algebra EOC Goals

Geometry End-of-Course Goals

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

Geometry EOC Goals	Problem-Solving Process to Increase Student Achievement					

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Geometry.	1.1.Students are experiencing difficulties in the transition from computation-based instruction to problem-solving based instruction	1.1.Teachers are trained and coached in implementing best practices for instruction, including using collaborative groups, manipulative, and real-world applications	1.1. Math Coach, Department Head, Team Leaders, SLC Leaders, Assistant Principal over Math	1.1. The process will be to continually implement EOC style questions into daily classroom activities and assessments. Teachers will also work on increasing the rigor of their teaching.	1.1. Teacher, district, and state developed assessments. Teacher observation Classroom walkthroughs Marzano Framework		
Geometry Goal #1: To have 35% of the number of students achieve a score of 3on the Geo EOC exam	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	31% (96/310) scored in the middle third on the Geo EOC	*35% score a 3 on the Geo EOC*					

		1.2. 64% of last year's Alg I students did not pass the Alg I EOC	1.2. All regular Geo students are enrolled in double-blocked math classes (not honors)	1.2. Math Coach, Department Head, Team Leaders, SLC Leaders, Assistant Principal over Math	1.2. The process will be to have teachers differentiate instruction within the double block. Teachers will focus on core Algebra areas of weakness based off of student needs.	1.2. Teacher, district, and state developed assessments. Teacher observation Classroom walkthroughs Marzano Framework	
		1.3. Novelty of the EOC (online test, different format)	1.3. Implement after school tutoring to prepare students for the EOC	1.3. Math Coach, Department Head, Team Leaders, SLC Leaders, Assistant Principal over Math	1.3. The process will be to continually implement EOC style questions into daily classroom activities and assessments.	1.3. Teacher, district, and state developed assessments. Teacher observation Classroom walkthroughs Marzano Framework	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	2.1.Students are not being exposed to enough rigorous and challenging content	2.1.Teachers are trained and coached in differentiation strategies Implement multiple levels of assessment	2.1. Math Coach, Department Head, Team Leaders, SLC Leaders, Assistant Principal over Math	2.1.	2.1.		

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

Geometry Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
To have 15% of the number of students achieve a score of 4 or 5 on the Geo EOC exam						
	13% (40/310) scored in the top third on the Geo EOC	*15% score a 4 or 5 on the Geo EOC*				
		2.2. Novelty of the EOC (online test, different format)	2.2. Implement after school tutoring to prepare students for the EOC	2.2. Math Coach, Department Head, Team Leaders, SLC Leaders, Assistant Principal over Math	2.2. The process will be to continually implement EOC style questions into daily classroom activities and assessments.	2.2. Teacher, district, and state developed assessments. Teacher observation Classroom walkthroughs Marzano Framework
		2.3	2.3	2.3	2.3	2.3
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**

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011	The current level of performance for the 2011-2012 school year is given by thirds so we are not able to determine proficiency.	By June of 2013, 50% of the students will be proficient.	By June of 2014, 55% of the students will be proficient.	By June of 2015, 60% of the students will be proficient.	By June of 2016, 65% of the students will be proficient.	By June of 2017, 70% of the students will be proficient.
Geometry Goal #3A: *The goal would be for our students to achieve 50% proficiency this year and to increase by 5% every year thereafter.*							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.**	3B.1. White: Black: Hispanic: Asian: American Indian: The anticipated barrier for all subgroups would be the lack of data available for incoming 9th grade students due to the transition from FCAT testing to EOC testing.	3B.1. To implement multiple levels of assessments.	3B.1. Math Coach, Department Head, Team Leaders, SLC Leaders, Assistant Principal over Math	3B.1. The process will be to implement pre-tests and post tests on multiple levels in order to track student progress towards achievement of state standards.	3B.1. Available tests banks released from the state. District created mini assessments, benchmarks, and common exams School generated assessments. Marzano Framework		

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

Geometry Goal #3B: *N/a*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Subgroup data is not available. White: Black: Hispanic: Asian: American Indian:	*N/A* White: Black: Hispanic: Asian: American Indian:				
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

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

3C. English Language Learners (ELL) not making satisfactory progress in Geometry.	3C.1. The anticipated barrier for all subgroups would be the lack of data available for incoming 9th grade students due to the transition from FCAT testing to EOC testing.	3C.1. To implement multiple levels of assessments.	3C.1. Math Coach, Department Head, Team Leaders, SLC Leaders, Assistant Principal over Math	3C.1. The process will be to implement pretests and post tests on multiple levels in order to track student progress towards achievement of state standards.	3C.1. Available tests banks released from the state. District created mini assessments, benchmarks, and common exams School generated assessments. Marzano Framework		

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

Geometry Goal #3C: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Subgroup data is not available.	*N/A*				
		3C.2. Students lack of understanding the English language.	3C.2. Students will be placed in support classes such as Intensive Reading.	3C.2. Math Coach, Department Head, Team Leaders, SLC Leaders, Assistant Principal over Math, Reading Coach, Reading Teacher	3C.2. Collaboration between Reading teachers and Math teachers in order to look for gains in understanding. Word Walls	3C.2. Available test banks released from the state. District created mini assessments, benchmarks, and common exams School generated assessments. Marzano Framework
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.

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

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1. The anticipated barrier for all subgroups would be the lack of data available for incoming 9th grade students due to the transition from FCAT testing to EOC testing.	3D.1. To implement multiple levels of assessments.	3D.1. Math Coach, Department Head, Team Leaders, SLC Leaders, Assistant Principal over Math	3D.1. The process will be to implement pre-tests and post tests on multiple levels in order to track student progress towards achievement of state standards.	3D.1. Available tests banks released from the state. District created mini assessments, benchmarks, and common exams School generated assessments. Marzano Framework		

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

Geometry Goal #3D: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Subgroup data not available.	N/A					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1. The anticipated barrier for all subgroups would be the lack of data available for incoming 9th grade students due to the transition from FCAT testing to EOC testing.	3E.1. To implement multiple levels of assessments.	3E.1. Math Coach, Department Head, Team Leaders, SLC Leaders, Assistant Principal over Math	3E.1. The process will be to implement pre-tests and post tests on multiple levels in order to track student progress towards achievement of state standards.	3E.1. Available test banks released from the state. District created mini assessments, benchmarks, and common exams School generated assessments. Marzano Framework		

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

Geometry Goal #3E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
N/A						
	Subgroup data not available.	N/A				
		3E.2. Lack of schooling material available for students use at home.	3E.2 To be able to provide students with as much material as possible to allow equitability.	3E.2. . Math Coach, Department Head, Team Leaders, SLC Leaders, Assistant Principal over Math	3E.2. Teachers and staff will talk with students in order to determine what needs are being met and what areas needs are not being met.	3E.2. Informal conversations with students.
		3E.3	3E.3	3E.3	3E.3	3E.3

End of Geometry EOC Goals

Mathematics Professional Development

> **Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity**

> Please note that each Strategy does not require a professional development or PLC activity.

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Math Routine	9-12	Math Department Head	Math Department	Pre-Planning and follow up on-going	Checking lesson plans, classroom walkthroughs, and planned observations	Department Head, Assistant Principal
FCAT Explorer	9-12	Assistant Principal	Math Department	Morning collaborative planning, monthly	Checking lesson plans, classroom walkthroughs, and planned observations	Department Head, Assistant Principal
FCIM	9-12	Assistant Principal	Math Department	Morning collaborative planning, monthly	Checking lesson plans, classroom walkthroughs, and planned observations	Department Head, Assistant Principal
Marzano	9-12	Administration Teacher Leaders	School-Wide	Pre-Planning and follow up on-going	Checking lesson plans, classroom walkthroughs, and planned observations	Administration
Kagan	9-12	Administration, Teacher Leaders	School-Wide	Pre-Planning and follow up on-going	Checking lesson plans, classroom walkthroughs, and planned observations	Administration

Mathematics Budget (Insert rows as needed)

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

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

Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Strategy	Description of Resources	Funding Source	Amount
FCAT Explorer	Computer Lab	N/A	0.00
FCIM			
Other			
Strategy	Description of Resources	Funding Source	Amount
ASCD conference	Tools for Teaching the Common Core-Math and Literacy tools that assist you in gathering assessment data aligned to the Common Core State Standards, and learn how to use them to improve the quality of instruction and boost student proficiency.	Title I	Same as page 31
Subtotal:			
Total: 0			

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

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

High School Science Goals	Problem-Solving Process to Increase Student Achievement					

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: **Students scoring at Level 4, 5, and 6 in science.**	1.1 Opportunities for students to learn the language of science	1b.1 Teachers will use a variety of data to plan science instruction and use teaching strategies that will enhance the instruction	1b.1 Teacher Administration	1b.1 Review FAA data and review data on teacher made tests	1b.1 FAA Teacher made assessments		
Science Goal #1: *N/A*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					

	NA	1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2.1. Students have processing challenges for recalling information and supporting details that will limit their abilities to be to sequence steps in an experiment	2.1 Use research-based strategies and methodologies to explicitly teach targeted identified deficit skills	2.1 Teachers Administrators ESE Specialist	2.1 Review of individual students pre/post test data FAA .	2.1 Data collection sheets Teacher made assessments FAA Teacher observation using a rubric		
Science Goal #2: _N/A_	2012 Current Level of Performance:*	2013Expected Level of Performance:*					

		N/A	N/A					
		2.2.	2.2.	2.2.	2.2.	2.2.		
		2.3	2.3	2.3	2.3	2.3		

End of Florida Alternate Assessment High School Science Goals

Biology 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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

1. Students scoring at Achievement Level 3 in Biology.	1.1. Lack of reading skills	1.1. Nonfiction text selections will be utilized within Biology classes as well as reading, English, and career tech courses for guided application of literacy strategies, including note-taking by way of Cornell notes and vocabulary.	1.1. Teachers and Administrators by way of collaborative planning and learning community reflections.	1.1. Reflections on implementation of school-wide vocabulary, note-taking and writing frame (PAWS) through twice/monthly learning communities.	1.1. Pre-Test/Post-Test comparison on District Benchmarks plus MiniBAT's and other common assessments school-created 2-3 per semester.		
Biology Goal #1: **To reach a level of proficiency that would exceed those who achieved scores in the middle third in 2011-12 SY.**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	28%(92) scored in the middle third on the Biology EOC	*33%(109) will score in the middle third on the Biology EOC*				
		1.2. Novelty/ newness of the assessment including the use of Computer Based Testing Limited number of technology to provide ongoing CBT practice.	1.2. Make sure students and teachers are familiar with the expectations of the EOC, including but not limited to the state designated standards, test format, reference sheet, time limits, and question types. Reinforcing technology usage through class projects and practice as possible.	1.2. Science Department and Assistant Principal for science reporting to Administrative team. District Science Supervisor	1.2. Review of data with ongoing reflection as what is working and what needs more focus.	1.2. Pre-Test/Post-Test comparison on District Benchmarks and practice text materials, including those assessments that can be accessed and taken online. (new Pearson text materials, Skyward uploads)
		1.3. Lack of experience with inquiry-based labs.	1.3 Training for all science teachers in inquiry based labs and 5 E model. Emphasis on Science Fair.	1.3. Science Department and Assistant Principal for science reporting to Administrative team.	1.3. Review of data with ongoing reflection as what is working and what needs more focus.	1.3. Lesson Plans from collaborative planning sessions. Participation and success with school science fair.

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Biology.	2.1 Lack of differentiation in instruction for higher achievers.	2.1 Training in differentiated instruction for teachers. Inquiry labs and projects would provide enrichment and extensions for the higher achievers.	2.1. Science Department and Assistant Principal for science reporting to Administrative team.	2.1 Review of data with ongoing reflection as what is working and what needs more focus.	2.1 Lesson Plans from collaborative planning sessions.		
Biology Goal #2: **To reach a level of proficiency that would exceed those who achieved scores in the top third in 2011-12 SY.**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	27%(89) scored in the top third of the Biology EOC	*30% (95) will score in the top third/ levels 4 and 5 on the Biology EOC*					
		2.2. **same as 1.1-1.3**	2.2.	2.2.	2.2.	2.2.	
		2.3 **same as 1.1-1.3**	2.3	2.3	2.3	2.3	

End of Biology EOC Goals

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

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

Collaborative Planning Sessions	9-12	Science Dept. Chairs	Science Dept.	Ongoing, monthly	Refection based on implementation and results of ongoing assessments	Science Dept. Chairs and Admin
Inquiry Lab 5 E Model	9-12	Science Dept. Chairs	Science Dept.	Ongoing, monthly	Refection based on implementation and results of ongoing assessments	Science Dept. Chairs and Admin
TI-Npires Handheld Training	9-12	K. Haas, teacher trainer	Science and Math Departments.	Quarterly	Student implementation	Science Dept. Chairs and Admin

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Collaborative Planning Sessions	Biology EOC documents	None needed	n/a
Inquiry Lab 5 E Model	PPT, samples	None needed	n/a
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
TI Nspires implementation	Handheld Calculators	Title One funding/Title 2 funding	$0 to 5,000, depending on need for purchase of class sets of handhelds
Subtotal: $3,000			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
PD for all of the above: Literacy, Biology EOC Specs, Inquiry Lab, TI Nspires	See above	None needed	n/a
Other			
Strategy	Description of Resources	Funding Source	Amount

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

Subtotal:			
Total: $3,000			

End of Science Goals

Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

1a. FCAT: **Students scoring at Achievement Level 3.0 and higher in writing.**	1a.1. Based on 2011-2012 data collected by the English Department, the largest area of concern continues to be the absence of adequate support and elaboration in student writing; this area of deficit appears to be the most formidable barrier to student success in the area of academic writing.	1a.1. Students will be instructed in all content areas using support and elaboration strategies detailed in Thinking Maps Incorporated's *Write… for the Future* framework.	1a.1. Dr. P. Charles, Assistant Principal; R. Beasley, English Department Chairperson	1a.1. Instructional staff members will gauge student ability to support, elaborate, explain, and defend their knowledge of subject-based material across the curriculum through subject-based assessment prompts.	1a.1. Quarterly writing assessments administered in 9th and 10th grade Language Arts courses scored using a common rubric.		
Writing Goal #1a: *The percentage of students attaining a score of 3 on the FCAT Writes assessment will increase by 6.5% for the 2013 administration of the assessment.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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

	61 % based on Level 3 or higher	65% based on Level 3 or higher				
		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
1b. Florida Alternate Assessment: **Students scoring at 4 or higher in writing.**	1b.1 Students' ability to sequence appropriately	1b.1. Using writing exemplars from Appendix C of the CCSS, design a variety of lessons requiring students to deconstruct and reorganize passages sequentially.	1b.1 Administrative Team Literacy Coach ESE Chair Teacher.	1b.1. Classroom observation feedback on elements in DQ1, DQ2, DQ3,and DQ4	1b.1 SLC Framework documentation	
Writing Goal #1b: N/A	2012 Current Level of Performance:* N/A	2013 Expected Level of Performance:* N/A				

| | | 1b.2. | 1b.2. | 1b.2. | 1b.2. | 1b.2. | |
| | | 1b.3. | 1b.3. | 1b.3. | 1b.3. | 1b.3. | |

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
English Department Meetings	9-12/LA	Beasley, R Charles, P	All Language Arts Instructors (Grades 9-12), ESOL, ESE LA Instructors	Monthly (3rd Thursday)	Administrative walkthroughs and observations.	Dr. Charles
Write for the Future	9-12/LA	Johnson, M	All Language Arts Instructors (Grades 9-12)	August and October 2012	Structured coaching and mentoring; Observation of colleagues; Administrative walkthroughs and observations. Quarterly writing assessments.	Dr. Charles

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

Thinking Maps Training	9-12/LA	Charles, P Beasley, R	Non-trained instructors campus-wide	August 31, 2012	Structured coaching and mentoring; Dr. Charles Observation of colleagues; Administrative walkthroughs and observations.
Common Assessment Rubric Normalization	9-10/LA	Beasley, R	All 9th and 10th grade Language Arts Instructors administering quarterly writing assessment.	October 15, 2012	Quarterly writing assessments. Administrative walkthroughs and observations; Dr. Charles Quarterly writing assessments; Data chats/sharing from assessments.

Writing Budget (Insert rows as needed)

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

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

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

End of Writing Goals

U. S. History End-of-Course (EOC) Goals

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

U.S. History EOC Goals	Problem-Solving Process to Increase Student Achievement					

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in U. S. History	1.1. Students have limited abilities in historical causation combined with limited content-specific vocabulary.	1.1. **All strategies will include appropriate and intentional CCSS reading and writing literacy standards for History/Social Studies.** DQ2 Elements 6, 8, 12, and 15 for teacher to establish background knowledge. Provide activities which help students develop an understanding of the content-specific vocabulary taught in history. Provide activities which help students develop an understanding of historical causation.	1.1. Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.	1.1. School and district assessments will be administered to monitor student progress and adjust the instructional focus.	1.1. US History EOC. District and school assessments.		

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

Civics Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
By the end of the year, 55% of students (*n*) will score 70% or higher on the US History EOC.						
	NO DATA WILL BE ENTERED	**By the end of the year, 55% of students (*n*) will score 70% or higher on the US History EOC.**				

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

		1.2.	1.2.	1.2.	1.2.	1.2.	
		Students have limited ability to understand and work with historical documents.	**All strategies will include appropriate and intentional CCSS reading and writing literacy standards for History/Social Studies.** DQ3 Elements 15, 17, and 19. DQ4 Elements 21, 22, and 23. DQ9 Elements 39, 40, and 41. Provide opportunities for students to strengthen their abilities to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations such as DBQ Project. Provide opportunities that allow students to	Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.	School and district assessments, as well as regular DBQ-based writing assessments will be administered to monitor student progress and adjust the instructional focus.	US History EOC. District and school assessments. SLC Framework. Student writing samples from DBQ-based activities. Scored rubric from History Fair.	

			interpret primary and secondary sources of information such as DBQ Project.				
			Provide opportunities for students to examine opposing points of view on a variety of issues.				
			Provide opportunities for students to write to inform and to persuade.				
			Provide opportunities for students to participate in project-based learning activities, including History Fair.				

		1.3.	1.3.	1.3.	1.3.	1.3.	
		Teachers' use of effective instructional strategies.	**All strategies will include appropriate and intentional CCSS reading and writing literacy standards for History/Social Studies.** Emphasis on appropriate elements from DQ1, DQ2 and DQ3. Institute regular, on-going common planning sessions for U.S. History teachers to ensure that the U.S. History curriculum is taught with fidelity and is paced so as to address all State and District Benchmarks and curricular requirements.	Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.	Administration observation of effective implementation with feedback Teacher lesson design reflecting application of St. Lucie County framework Administrative/teacher conferencing	US History EOC. District and school assessments. SLC Framework.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

2. Students scoring at or above Achievement Levels 4 and 5 in U. S. History.	2.1.	2.1.	2.1.	2.1.	2.1.		
	Students have limited experience with the historical inquiry process and methods.	**All strategies will include appropriate and intentional CCSS reading and writing literacy standards for History/Social Studies.**	Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.	School and district assessments will be administered to monitor student progress and adjust the instructional focus.	US History EOC.		
					District and school assessments.		
					SLC Framework.		
		DQ3 Elements 15, 17, and 19.					
		DQ4 Elements 21, 22, and 23.					
		Provide opportunities for students to research specific events and personalities in history using both print and non-print resources.					
		Provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues in history.					

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

Civics Goal #2: **By the end of the year, 15% of students (*n*) will score 70% or higher on the US History EOC.**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NO DATA WILL BE ENTERED	**By the end of the year, 15% of students (*n*) will score 70% or higher on the US History EOC.**					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

U. S. History Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

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

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Use of US History Item Specs and CCSS	Grade 11	Dept. Chair	Grade level	August 30	Learning goals/scales	Administration
US History DBQ Project/CIS	Grade 11	DBQ Trainer	Grade level	September-March	Follow-up training, student work samples	Administration

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
DBQ Project/CIS	Class set of materials and teacher resources	Title I/Title II	$575/set
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: $575.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount

Subtotal:			
Total: $575.00			

End of U. S. History Goals

Attendance Goal(s)

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

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

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

1. Attendance	1.1. Students are not receiving the parent involvement to enforce attending school.	**1.1.**	1.1.	1.1.	1.1.		
		Leadership team and teachers will provide interventions that are aligned to encourage students to attend school. Teachers that are trained and incorporate Marzano, Kagan and other instructional strategies will increase engagement and help increase attendance rate.	Principal	Bi-weekly review of student attendance to track student progress and success of interventions. Data may also prove the need for more intensive interventions.	Skyward Attendance Reports		
			RTI Leadership Team		RTI Data		
	1.2. Students have a need or desire to work due to supporting themselves or family.		Teachers	Collaborative planning will also provide opportunities for teachers to discuss students who are improving and those students who need more interventions.	Performance Matters		
			Social Worker				
	1.3.Students do not feel a personal connection to school or have a lack of interest in what they are doing at school		Guidance Counselors				
			Deans				
		1.2					
			PBS Team				
		Social Worker Referral/Truancy officer referral. Involving school district resources to connect with parents and students at home will help encourage the importance of being in school and to foster accountability.	Small Learning Community Teams				
			Attendance Committee				

		1.3 Offer incentives to students for attending school. Positive Behavior Support strategies to give students reward incentives to be in school. Some strategies include the ability to participate in extra-curricular activities, ceremonies, etc. **1.4** Collaborative planning that incorporates strategies for recognizing at-risk students. Collaborative planning allows teachers to discuss with one another students that are at-risk in the area of attendance and incorporate classroom strategies to encourage motivation to come				

		to school.					
		1.5					
		Develop parent partnerships that education and encourage parents to take an active role in their child's education and to assist in ensuring they come to school. The Title I Parent Educator position is designed to make positive connections to our parents and help educate them on the importance of their children attending school and the benefits of doing so.					
		1.6					
		Advisory is a program that ensures that each student has frequent and meaningful opportunities to plan and assess his					

		or her academic and social progress with a faculty member.				
		1.7				
		PBS –Positive Behavior Support:				
		PBS provides a positive and effective alternative to the traditional methods of discipline. PBS methods are research-based and proven to significantly reduce the occurrence of problem behaviors in the school, resulting in a more positive school climate and increased academic performance.				
		1.8				
		RTI – Response to Intervention: ● The RtI model is				

		a multi-tiered approach to providing high quality instruction and intervention matched to student needs, using learning rate over time and level of performance to inform instructional decisions. RtI involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning for all students.					

		• Multiple tiers of evidence-based instruction service delivery • A problem-solving method designed to inform the development of interventions. • An integrated data collection/ assessment system to inform decisions at each tier of service delivery. **1.9** Ruby Payne: Research-Based Strategies				

		provides educators with hands-on techniques that help them narrow and then eliminate the achievement gap for all students, but especially under-resourced students. Reduce your planning and response time and improve your effectiveness. Develop more immediate, reliable intervention strategies. Address students' challenges before they become overwhelming. We have merged many of the concepts from our titles *Understanding Learning and Learning Structures* into this totally updated program

1.10

Kids at Hope's vision is that every child is afforded the belief, guidance and encouragement that creates a sense of hope and optimism, | | | | | |

		supported by a course of action needed to experience success at life's four major destinations: Home & Family; Education & Career; Community & Service; and Hobbies & Recreation.					
Attendance Goal #1: Attendance rate will increase by 3%. Students with Excessive Absences will decrease by 15%. Students with Excessive Tardiness will decrease by 15%.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	87%	*90%*					

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

	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
	911	*774*				
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
	702	*596*				
		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.

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

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

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

Attendance Budget (Insert rows as needed)

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

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

Workshops: ● Formative Assessment and Standard based Grading ● Highly Engaged Classroom	Materials, teaching methods, networking resources	Title I	N/A
AP Sessions			
Kagan Cooperative Structures			

End of Attendance Goals

Suspension Goal(s)

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

Suspension Goal(s)	**Problem-solving Process to Decrease Suspension**						
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

1. Suspension	1.1.	**1.1.**	1.1	1.1.	1.1.		
	Time	Champs: a proactive approach to classroom management which focuses on expectations for Conversation, Help, Activity, Movement, and Participation and can be used within a Response to Intervention (RTI) framework to promote positive student attitudes and behavior.	Administration	Differentiation of instruction in the classroom	Skyward Data		
	Attendance		PBS Core Team	Develop a professional learning community with an emphasis on strengthening our relationships with students.	RtI/PBiS Data		
			RTI Core Team		BIC Data		
			Behavior Analyst	Classroom Management Training – CHAMPS			
			RTI Coach	First Line Intervention Program (FLIP)			
		PBS –Positive Behavior Support: PBS provides a positive and effective alternative to the traditional methods of discipline. PBS methods are research-based and proven to significantly reduce the occurrence of problem behaviors in the school, resulting in a more positive school climate and	School Psychologist\ Small Learning Community – Teacher Teams Guidance Counselors Social Worker Literacy Coach	BIC – Behavior Intervention Classroom Collaborative Planning to identify at-risk students and provide interventions that positively affect student progress.			

		increased academic performance.					
			Math Coach				
		1.2					
		RTI – Response to Intervention:					
		• The RtI model is a multi-tiered approach to providing high quality instruction and intervention matched to student needs, using learning rate over time and level of performance to inform instructional decisions. RtI involves the systemati					

		c use of assessment data to most efficiently allocate resources in order to improve learning for all students. • Multiple tiers of evidence-based instruction service delivery • A problem-solving method designed to inform the development of interventions. • An integrated data collection/ assessment system to inform decisions				

		at each tier of service delivery.					
		1.3					
		Ruby Payne: Research-Based Strategies provides educators with hands-on techniques that help them narrow and then eliminate the achievement gap for all students, but especially under-resourced students. Reduce your planning and response time and improve your effectiveness. Develop more immediate, reliable intervention strategies. Address students' challenges before they become overwhelming. We have merged many of the concepts from our titles *Understanding Learning and Learning*					

		Structures into this totally updated program.				
		1.4				
		Advisory is a program that ensures that each student has frequent and meaningful opportunities to plan and assess his or her academic and social progress with a faculty member.				
		1.5				
		Kids at Hope's vision is that every child is afforded the belief, guidance and encouragement that creates a sense of hope and optimism, supported by a course of action needed to experience success at life's four major destinations:				

		Home & Family; Education & Career; Community & Service; and Hobbies & Recreation..					
Suspension Goal #1: The In-School Suspension Rate will decrease by 10%. The total number of students Suspended In-School will decrease by 10%. The Out-of-School Suspension rate will decrease by10%. The total number of students suspended Out-of-School will decrease by 10%.	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	1180	*1062*					

	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	475	*427*					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	1288	*1160*					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	215	*194*					
		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)

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

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

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Workshops: ● Formative Assessment and Standard based Grading ● Highly Engaged Classroom	Materials, teaching methods, networking resources	Title I	N/A

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

AP Sessions	Lesson Design, networking, assessment resources	Title I	N/A
Kagan Cooperative Structures			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

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

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

1. Dropout Prevention	1.1.	1.1.	1.1.	1.1.	1.1.		
Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year*.	Students are not receiving the parent involvement to encourage staying in school. Alternative Schooling. Students have a need or desire to work due to supporting themselves or family. Students do not feel a personal connection to school or have a lack of interest in what they are doing at school	Enforce Safe Learning Environment: Safe school planning is an ongoing, comprehensive process which should involve the entire community. The plan should cover behavioral and property aspects of crime prevention. There are seven basic steps in the planning process: 1. Identify your safe school planning committee members; 2. Assess data on school crime; 3. Identify school safety strategies and programs;	Administration PBS Core Team RTI Core Team Behavior Analyst RTI Coach Small Learning Community – Teacher Teams Guidance Counselors Social Worker	Guidance Referrals RTI Monitoring Attendance Committee Parent Educator interventions Collaborative Planning	Skyward Data Academic/Assessment Data Performance Matters		

		4. Ensure that school proce dures comply with existing laws related to schools; 5. Hold a public meeting before your school adopts the plan; 6. Make the plan available for public review; and 7. Amend the plan once a year, as needed (Stephen s, 2004, p. 80). 1.2 Drop-out Prevention				

		Counseling/ Mentoring: Mentoring is a one-to-one caring, supportive relationship between a mentor and a protégé that is based on trust. The mentor is simply a wise and trusted friend with a commitment to provide guidance and support for the mentee to develop their fullest potential based on their vision for the future. Mentoring occurs in many different formats including the traditional one-to-one relationship, a one-to-group relationship, and recently a "telemetering" relationship having multiple relationships about different topics.				
		1.3				
		After school Programs/ Credit Retrieval Lab: Many				

		disadvantaged students in urban and rural environments lack the day-to-day experiences that stimulate their intellectual development. After-school opportunities have positive effects on academic success, social behavior, and provide opportunities for enrichment for at-risk students. 1.4 Active learning to engage students in the learning process: Active learning is a general term for teaching and learning strategies that engage and involve students in the learning process. Research has shown that not everyone learns in the same way. Some of us are visual learners that need to see to understand; while				

		others need to hear or verbalize information. Others are hands-on, kinesthetic learners. Some learners prefer to work alone, while some like to teach each other in small groups. Some need time to quietly reflect, while others need to move and be active. Teachers know that they need to use a variety of activities to meet the learning styles of their students. 1.5 PBS –Positive Behavior Support: PBS provides a positive and effective alternative to the traditional methods of discipline. PBS methods are research-based and proven to significantly reduce the occurrence of				

		problem behaviors in the school, resulting in a more positive school climate and increased academic performance. 1.6 RTI – Response to Intervention: • The RtI model is a multi-tiered approach to providing high quality instruction and intervention matched to student needs, using learning rate over time and level of performance to inform instructional					

		decisions. RtI involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning for all students. • Multiple tiers of evidence-based instruction service delivery • A problem-solving method designed to inform the development of interventions. • An integrated data colle					

		ction/ assessme nt system to inform decisions at each tier of service delivery.				
		1.7				
		Ruby Payne: Research-Based Strategies provides educators with hands-on techniques that help them narrow and then eliminate the achievement gap for all students, but especially under-resourced students. Reduce your planning and response time and improve your effectiveness. Develop more immediate, reliable intervention strategies. Address students' challenges before they become				

		overwhelming. We have merged many of the concepts from our titles *Understanding Learning and Learning Structures* into this totally updated program.					
		1.8					
		Advisory is a program that ensures that each student has frequent and meaningful opportunities to plan and assess his or her academic and social progress with a faculty member					
		1.9					
		Kids at Hope's vision is that every child is afforded the belief, guidance and encouragement that creates a sense of hope and optimism,					

		supported by a course of action needed to experience success at life's four major destinations: Home & Family; Education & Career; Community & Service; and Hobbies & Recreation.					
The Drop-Out rate will decrease by 1%. **The Graduation Rate will increase by 3%.**	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	N/A	*N/A*					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	72%	*75%*					
		1.2.	1.2. Check in Check Out	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

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

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Kids AT Hope Modules 1-3	Grades 9-12	Denise Sirmons and or/Jarrett Stephens	New teachers to FPW	Target dates and schedules- ongoing school year 12-13	follow up check ins/teacher participation in KAH philosophy	FPW administration

Dropout Prevention Budget (Insert rows as needed)

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

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.
Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement					

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	1.1. Family socio-economic issues (lack of transportation, difficult work schedules, etc.)	1.1. Provide phone conferences, e-mail communication, one on one personalization calls, connected calls, flexibility in scheduling parent conferences.	1.1. FPWW Administrative Team	1.1. Phone Logs, Sign-In sheets, Front Office sign in-in logs, ESE Parent Participant Logs	1.1. Phone and Sign-in Logs		
The school increased Parental Involvement by 10% from the 2011 School Year (less than 5%) to 15% (out of 1200 students).	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
	15% of parents (180) participated in school activities.	*30% of parents (450/1500) will participate in school activities.*					

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

		1.2. Poor history of parent involvement	1.2. FPWW Open House, parents invited to attend, guest speakers, assemblies, FPWW Celebrations and other school events	1.2. FPWW Administrative Team	1.2. Parent Sign-In Roster	1.2. Parent Sign-In Roster	
		1.3. Poor history of parental communication between home and school.	1.3 Parent section in monthly FPWW Newsletter (Parent Corner)	1.3 Parental Involvement Liaison	1.3. Increased attendance to events/Parent Call Logs	1.3. Phone Logs	

Parent Involvement Professional Development

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

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

FPW Small Learning Communities (topic determined by need)	All grades & Subjects	Varies	SLC's, Department Heads	Weekly throughout the year	Lesson Plans/Walk-through observations	FPW Administrative Team
Student Led Conferences	9th & 10th Grade	Assistant Principal/	9th and 10th grade Teachers and administration	SLC Meetings/May	Parent feedback, Sign-in sheets, Student Portfolios	FPW Administrative Team
Effective Parent Conferences	All	Team Leader Principal	Faculty, Deans, Counselors	9th grade evening/10th grade evening Early Release/once	Feedback of parents	FPW Administrative Team

Parent Involvement Budget

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

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

Strategy	Description of Resources	Funding Source	Amount
Host a series of Parent Nights – Teaching parents about various areas of campus (ex. Title I, Curriculum, ESOL, Skyward, Student Projects, Kids at Hope High School, Thinking Maps, Literacy Night/Book Fair)	Printing Costs, Refreshments	Parent Involvement	$1000
Subtotal:			
Total: $1,000			

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student				

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

	Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: **To reach a level of proficiency that would exceed those who achieved scores in the middle third in 2011-12 SY.**	1.1. Lack of reading skills	1.1. Nonfiction text selections will be utilized within Biology classes as well as reading, English, and career tech courses for guided application of literacy strategies, including note-taking by way of Cornell notes and vocabulary.	1.1. Teachers and Administrators by way of collaborative planning and learning community reflections.	1.1. Reflections on implementation of school-wide vocabulary, note-taking and writing frame (PAWS) through twice/monthly learning communities.	1.1. Pre-test / Post-test comparison on District Benchmarks plus MiniBAT's and other common assessments school-created 2-3 per semester.

	1.2.	1.2.	1.2.	1.2.	1.2.
	Novelty/newness of the assessment including the use of Computer Based Testing Limited number of technology to provide ongoing CBT practice.	Make sure students and teachers are familiar with the expectations of the EOC, including but not limited to the state designated standards, test format, reference sheet, time limits, and question types. Reinforcing technology usage through class projects and practice as possible.	Science Department and Assistant Principal for science reporting to Administrative team. District Science Supervisor	Review of data with ongoing reflection as what is working and what needs more focus.	Pre-test / Post-test comparison on District Benchmarks and practice text materials, including those assessments that can be accessed and taken online. (new Pearson text materials, Skyward uploads)
	1.3. Lack of experience with inquiry-based labs.	1.3 Training for all science teachers in inquiry based labs and 5 E model. Emphasis on Science Fair.	1.3. Science Department and Assistant Principal for science reporting to Administrative team.	1.3. Review of data with ongoing reflection as what is working and what needs more focus.	1.3. Lesson Plans from collaborative planning sessions. Participation and success with school science fair.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each

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

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
Nonfiction	9-12 Collaborative Teams	Dept. Chairs, Admin, Instructional Partners (District)	School-wide	Ongoing, monthly planning	Reflections based on implementation; assessment results – common exams, miniBAT's, Benchmark tests	Teachers and Administration
Note-taking-Cornell notes						
Vocabulary						
PAWS frame for writing						

STEM Budget (Insert rows as needed)

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

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

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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

CTE Goal #1:	1.1.	1.1.	1.1.	1.1.	1.1.
Medical Skills Level 2 students will sit for the Certified Medical Administrative Assistant exam with 80% being proficient	Reading and vocabulary fluency.	Infuse medical skills vocabulary and reading materials across all content areas of the PLC	Cindy Kreis, Medical Skills Instructor	Compilation of data from previous instructional year. Instructor assessment of skills, knowledge and abilities	Mini assessments and course exams designed by instructor and certifying agency
Medical Skills Level 3 students will sit for the EKG certification exam with 70% being proficient	Large class sizes restrict laboratory experiences	Offer more practical laboratory experiences by utilizing class room aides	Cindy Kreis, Medical Skills Instructor	Utilization of laboratory equipment to monitor and assess skill level advancement and comprehension	Multiple clinical opportunities to gauge understanding of procedure being performed
Agritechnology Level 3 students will sit for the Agricultural Technician exam with 90%(10) being proficient	Limited prior knowledge	Targeted instruction based on material being tested. Offer multiple opportunities to build upon background knowledge to enhance understanding	Charles Paschal, Agritechnology Instructor	Disaggregation of data from former assessments and evaluations	Mini assessments and benchmarking activities designed by instructor and industry professionals
Veterinary Assisting Level 3 students will sit for the Certified Veterinary Assisting exam with 95%(21) being proficient	Vocabulary fluency and attainment of necessary laboratory experiences	Infuse veterinary specific language across all core content areas of the PLC and plan targeted, skills based laboratory experiences	Lisa Davenport, Veterinary Assisting Instructor and Industry Professionals	Data from assessments and practical laboratory experiences	Assessments from certifying agency and monitoring of skills during laboratory experiences

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

Culinary 3 students will sit for the Certified Food Manager exam with 90% (37) being proficient	Attendance; reading and vocabulary fluency				
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

Additional Goal(s)

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

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

1. Additional Goal	1.1. Scheduling a time for teachers to be trained. Arrangements need to be made for a trainer to come to our school and train all of our teachers on using Kagan Strategies.	1.1. Awareness of identified strategies to increase student engagement with knowledge of / accommodations as indicated in the students' IEP or for ESOL Students	1.1. All Administrators	1.1. Classroom Observations Classroom Walk Through Teacher reflections and feedback Student feedback	1.1. Classroom Observations Classroom Walk Through Teacher reflections and feedback Student feedback		

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

Additional Goal #1: *To use Kagan Strategies to increase student participation* *and create an environment of true student engagement* *using research-based instructional strategies that have a track record of improving academic achievement and social outcomes.*	2012 Current Level :*	2013 Expected Level :*				
	Enter numerical data for current goal in this box.	*Enter numerical data for expected goal in this box.*				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
DBQ materials for Social Studies		Title I/II	$575.00 (same as page 58)

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

Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal: 0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
ASCD conference	The Principal as Formative Coach- Learn how to coach effectively and formatively using student work in collaborating with teachers and building their capacity through constructive dialogue and reflective practice. Learn how student work can provide the context for meaningful conversations to improve instructional practice and student achievement.	Title I	Same as page 31

ASCD conference	Professional Learning Communities: The Principal's role in improving student learning-Using a framework for peer-coaching, lesson study, and teacher feedback systems, principals can implement successful professional learning communities that create cultures of learning and collaboration.	Title I	Same as page 31
The National Alliance of Black School Educators (NABSE) conference	NABSE is the nation's premiere non-profit organization devoted to furthering the academic success for the nation's children - particularly children of African descent. Now in its 36th year, NABSE boasts an outreach to more than 10,000 preeminent educators including teachers, administrators, superintendents as well as corporate and institutional members…NABSE is dedicated to improving both the educational experiences and accomplishments of African American youth through the development and use of instructional and motivational methods that increase levels of inspiration, attendance and overall achievement.	Title I Professional Development	Same as page 31
Subtotal:			
Total:			

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total: $83,229
Mathematics Budget	
	Total:
Science Budget	
	Total: $3,000
Writing Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total: $1,000
Additional Goals	
US History/Social Studies	**Total: $575**
	Grand Total: $87,804

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance
Please choose the school's DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select "checked" under "Default Value" header; 3. Select "OK", this will place an "x" in the box.)

School Differentiated Accountability Status		
X☐Priority	☐Focus	☐Prevent

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

School Advisory Council (SAC)

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

     X☐ Yes   ☐ No

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

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

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

The SAC will meet monthly and will support the school's SIP Plan and the DA Process.

Describe the projected use of SAC funds.	Amount