

# Florida Department of Education

## Differentiated Accountability

### School Improvement Plan (SIP)

### Form SIP-1

#### 2012 - 2013 SCHOOL IMPROVEMENT PLAN

#### PART I

#### School Information

School Name: South County Career Center	District Name: Hillsborough County School District, Florida
Principal: Sandra Bailey	Superintendent: MaryEllen Elia
SAC Chair: Willet Chase	Date of School Board Approval:

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

### Highly Qualified Administrators

List your school's highly qualified administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Include three years of data. Add more rows if needed.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator
Principal	Sandra Bailey	M.Adm & Supervsn, B.S. Health/Phys. Ed/Rec	2	22
Assistant Principal	Melissa Sawyer	Ed.S. in Admn, B.S. in English	9	6

### Highly Qualified Instructional Coaches

List your school's highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). 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. Include two years of data. Add more rows if needed.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Reading	Elaine Coulson	English, (grades 5 - 9) Exceptional Student Education, (grades K - 12) Psychology, (grades 6 - 12) Reading, Endorsement	3	3	n/a

### Highly Qualified Teachers

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

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Teacher Interview Day	General Directors	June 2013	Not Applicable (If not, please explain why)
2. Recruitment Fairs	Supervisor of Teacher Recruitment	On going	
3. MAP	Supervisor of Data Analysis	July 2013	
4. Performance Pay	General Director of Federal Programs	July 2013	
5. Regular meetings of new teachers with Principal	Principal	On-going	
6. Partnering new teachers with veteran staff	School administration	On-going	
7. College campus Job Fairs and e-recruiting at Universities	Guidance Counselors	April 2013	

## Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified. Add more rows if needed.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Andrews-Powley, Temeka	Primary Education	Math.	Preparing to take Secondary Exam
Lara, Anna	Business Educ	Intensive Reading	Intensive Reading, ESOL Masters in Ed. classes.
Le, Tan	ESE Math and Social Studies	ESE Math and Social Studies	ESE classes/ preparing for exam
Ramirez, Karlene	ESE English and Social Studies	ESE English and Social Studies	ESE classes / Preparing for exam
Timothy, Philip	Primary Education	Intensive Reading	Master's classes for ESE Reading
Substitute	none	ESE Science	Searching for qualified candidate

## Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
27	18.5 (5)	26 (7)	37 (10)	18.5 (5)	30 (8)	18.5(5)	22 (6)	4 (1)	22 (6)

## 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
Brian Wohlwend	substitute	ESE specialist can assist with planning	Daily conference / planning

## Response to Instruction/Intervention (RtI)

School-Based RtI Team
<p><b>Identify the school-based RtI Leadership Team.</b></p> <p>Sandra Bailey-Principal, Melissa Sawyer-Assistant Principal, Janet Riley and Tameka Bryan-Guidance Counselors, David Kincaide- Social Worker, Angel Callahan, School Psychologist, Victoria Thomas- Program Advisor, Brian Wohlwend- ESE Specialist, Elaine Coulson-Reading Coach, and Willet Chase-SAC Chair, Amy Edyl, ESE Social Worker, Molly Beaty, Mental Health Counselor</p>
<p><b>Describe how the school-based RtI Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts?</b></p> <p>For the school year of 2012-2013, SCCC's Response to Instruction/Intervention (RtI) Leadership Team is composed of key leadership positions within the school as identified above. Its purpose is to provide a school-wide atmosphere of high quality and rigorous instruction as well as focused interventions so that we may insure every student has the possibility for academic and personal success. The team will use testing performances (FAIR, TABE, FCAT) and learning rates over time to make important decisions to guide instruction as well as school-wide policy. The RtI team meets and functions to address the progress of low performing students and improve long-term positive outcomes. The team uses research-based problem solving techniques and all decisions are made using data. The team will meet once a month during the management meetings.</p> <p>The RtI team will use data from PLCs logs and common assessments given every 6-9 weeks to plan/implement and oversee the supplemental and intensive</p>

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

interventions for student progression in Tier 2 and Tier 3. The team will also collaborate with other committees such as the Reading Leadership Team, School Advisory Council (SAC), Career Academies, Best Practices, and the management team to address the progress of low performing students and identify professional development needs and resources.

**Describe the role of the school-based RtI 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 RtI along with the SAC were involved in the creation and implementation of the School Improvement Plan (SIP). The plan is an integral working document that will guide the activities and discussions which take place during RtI meetings and the decision-making process. A majority of the work of the RtI is outlined in the Action Steps, Evaluation Process, Evaluation Tool, and the Professional Development of the SIP. The RtI team will monitor student data and suggest/implement modifications as needed and changes to the SIP will be made accordingly.

### **RtI 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.**

The primary data source we use for reading and math is the TABE test. We give the TABE assessment to all new students to determine the areas in which they can improve. These results are kept in the front of their class folders as a reference for teacher and student. Our school uses the GED practice test to determine student readiness for the GED in the areas of reading, mathematics, science, social studies, and writing. The EASI online discipline system provides our staff with current behavior data.

**Describe the plan to train staff on RtI.**

Our school will hold a faculty meeting to train the faculty on utilizing the RTI process. We will meet in PLC's weekly and implement RtI through these meetings.

**Describe plan to support MTSS/RtI.**

**Student portfolios will be spot-checked by administration to insure that they include TABE data.**

## Literacy Leadership Team (LLT)

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

<b>School-Based Literacy Leadership Team</b>
Identify the school-based Literacy Leadership Team (LLT). Principal, APC, Reading Coach, 3 Reading Teachers, Bilingual Aide
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). Meet as needed, review data, make recommendations for school-wide growth.
What will be the major initiatives of the LLT this year? School-wide Reading, "Get Caught Reading" in May, Classroom competitions, Free Periodical Reading at Breakfast and Lunch, Cross-age Tutoring.

### **\*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.

Best Practices are meeting to incorporate FCIM into the classrooms.
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### **\*High Schools Only**

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

Being a career/technical center, we provide hands-on experience in our technical courses to ready our students for work in those fields post secondary. Our academic teachers incorporate hands on differentiated instruction in their classrooms, and incorporate lessons of the technical courses for their students.
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How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

We aim to make all graduates career course completers to ensure success in finding a job; if it is not already enrolled in their program requirements for course completion.
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**  
**Postsecondary Transition**

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

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

SCCC is a relatively new school. Our first graduation was held in the Spring 2003 and therefore no information is yet available for us in the High School Feed Report. Currently, we are taking on many initiatives to improve student readiness for public postsecondary education. Our guidance counselors are equipped with programs of study to help guide students to their educational pathway. The program of study for high school students maps out the courses and timeline for students to be program completers and successfully transition to post secondary institutions. Focus Calendars for Math and English 11th and 12th grade classes' focus on FCAT, SAT/ACT skills and GED readiness. We also offer SAT/ACT computerized tutoring once a week or as needed. Counselors meet with all students to encourage students to participate in the free SAT/ACT tutoring and take the tests. Using of ELP funds, "College Night" is also offered to students on a monthly basis to begin the process of transitioning into postsecondary education.

**2012 – 2013 SCHOOL IMPROVEMENT PLAN**

**PART II: EXPECTED IMPROVEMENTS**

**Academic Goals**

**Academic Goals**

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

<b>Academic GOALS</b>			<b>Problem-Solving Process to Increase Student Achievement</b>					
Reading Goal #1: Based on the TABE Reading average level				Strategy	<b>Fidelity Check</b> Who and how will the fidelity be monitored? <b>Nine Week Check</b> What is the level of strategy implementation? What do you plan to do with the data?		<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy? <b>Nine Week Check</b> What is the level of strategy effectiveness? What do you plan to do with the data	Student Evaluation Tool

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

<p><u>Reading Goal #1: Based on the TABE Reading average level</u></p>			<p>2012 Current Level of Performance:*</p> <p><b>8.3</b></p> <p>2013 Expected Level of Performance:*</p> <p><b>9.4</b></p>	<p>1.1. Strategy School-wide Reading with Flush</p> <p><u>Action Steps</u></p> <p>1. Acquire books 2. Coordinate with Reading Coach on activities 3. Announce on morning show 4. Create a webquest</p>	<p>1.1. <u>Who</u> Everyone, all faculty, staff and students</p> <p><u>How</u> Students – in Reading class All others – at leisure</p> <p><u>First Nine Week Check</u> In process</p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>			<p>1.1. Poll faculty and staff, as well as, teachers to see who’s started the book.</p> <p><u>First Nine Week Check</u> Not Evident.</p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>	<p>1.1. <u>2-3x Per Year</u> Try to implement 2 more times this year.</p> <p><u>During Nine Weeks</u> Vocabulary Checks</p>
<p><u>Math Goal #2: Based on the TABE Math average level.</u></p>			<p>Anticipated Barrier</p>	<p>Strategy</p>	<p><b>Fidelity Check</b> Who and how will the fidelity be monitored?</p> <p><b>Nine Week Check</b> What is the level of strategy implementation? What do you plan to do with the data?</p>			<p><b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?</p> <p><b>Nine Week Check</b> What is the level of strategy effectiveness? What do you plan to do with the data</p>	<p>Student Evaluation Tool</p>
<p><u>Math Goal #2: Based on the TABE Math average level.</u></p>			<p>2.1.</p>	<p>2.1 Strategy: Revamp objectives to better align with new SSS standards</p> <p><u>Action Steps:</u></p> <p>1. Rewrite flow chart to match EOC and AVENTA 2. Coordinate</p>	<p>2.1. <u>Who</u> Math Teachers, Guidance Team, Research 3 (GED) Instructor</p> <p><u>How</u> Plan, Do, Check, Act</p> <p><u>First Nine Week Check</u></p> <p><u>Flow charts written &amp;</u></p>			<p>2.1.</p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p>	<p>2.1. <u>2-3x Per Year</u></p> <p><u>During Nine Weeks</u> Best Practices to</p>



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

				lesson plans to match new flow chart.	implemented.			Third Nine Week Check Third Nine Week Check	evaluate and discuss.
<p>During the 2009-2010 school year, the average level on the Math TABE from the September testing to the June testing increased by .47 grade level.</p> <p>For the 2012-2013 school year the average level on the Math TABE from September testing to the June testing will increase by 1.1 grade levels.</p>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*							
	<b>6.3</b>	<b>7.4</b>							

<p><b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b></p> <p>Please note that each Strategy does not require a professional development or PLC activity.</p>								
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**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
Best Practices - Academic	ALL	Melissa Sawyer, APC	Academic Teachers, school-wide		Once weekly - flexible	All teachers must sign-in, share knowledge through internal e-mail.
Best Practices - Technical	ALL	Melissa Sawyer, APC	Technical Teachers, school-wide		Once weekly - flexible	All teachers must sign-in, share knowledge through internal e-mail.
Management Team	Administration	Sandra Bailey, Principal	Principal, APC, 2 Guidance Counselors, Program Coordinator		Once weekly - Fridays	All teachers must sign-in, share knowledge through internal e-mail.

**Academic Budget**

Include ELP, school allocation from District, Internal funds, Title I, PTSA funds, Grants, ELL funds, Technology funds, etc, additional units/dollars from District.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources		Funding Source
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources		Funding Source

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

<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources		Funding Source
<b>Subtotal:</b>			
Other			
Strategy: <b>FCAT Tutoring &amp; Consumables</b>	Description of Resources		Funding Source
	<b>Tutoring Teacher</b>		<b>ELP Funds</b>
<b>Grand Total:</b>		\$12,125	

*End of Academic Goals*

**Engagement Goals**

**Attendance Goal(s)**

**Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.**

<b>Guiding Questions to Inform the Problem-Solving Process</b>	
<ul style="list-style-type: none"> <li>■ What was the attendance rate for 2011-2012?</li> <li>■ How many students had excessive absences (10 or more) during the 2011-2012 school year?</li> <li>■ What are the anticipated barriers to decreasing the number of students with excessive absences?</li> <li>■ What strategies and interventions will be utilized to decrease the number of students with excessive absences for 2012-2013?</li> <li>■ How many students had excessive tardies (10 or more) during the 2011-2012 school year?</li> <li>■ What are the anticipated barriers to decreasing the number of students with excessive tardies?</li> <li>■ What strategies and interventions will be utilized to decrease the number students with excessive tardies for 2012-2013?</li> </ul>	

**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)).

ATTENDANCE GOAL(S)			Problem-solving Process to Increase Attendance					
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?		Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Evaluation Tool
<b>1. Attendance</b> <u>Attendance Goal #1:</u>			1.1.	1.1. School Spirit activities to grow student attendance on half days and year-round.	1.1. SAC Team will discuss activities and monitor.		1.1. Check attendance data every 9 weeks to see if attendance improves. Principal will make personal call to all students at 5 days and 10 days unexcused absences	1.1. Attendance Data via the Data Processor.
	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>				1 <sup>st</sup> 9 wks: . 2 <sup>nd</sup> 9 wks: 3 <sup>rd</sup> 9 wks:		
	<b>77%</b>	<b>50%</b>						
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>				1 <sup>st</sup> 9 wks: . 2 <sup>nd</sup> 9 wks:		

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

						<b>wks:</b> <b>3rd 9</b> <b>wks:</b>	
	<b>277</b>	<b>125</b>					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				1 <sup>st</sup> 9 wks:  2 <sup>nd</sup> 9 wks: <b>3rd 9</b> wks:	
	<b>21</b>	<b>10</b>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

<p><b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b></p> <p>Please note that each Strategy does not require a professional development or PLC activity.</p>					
	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)
Best Practices - Academic	ALL	Melissa Sawyer, APC	Academic Teachers, school-wide	Once weekly - flexible	All teachers must sign-in, share knowledge through internal e-mail.
Best Practices - Technical	ALL	Melissa Sawyer, APC	Technical Teachers, school-wide	Once weekly - flexible	All teachers must sign-in, share knowledge through internal e-mail.

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

Management Team	Administration	Sandra Bailey, Principal	Principal, APC, 2 Guidance Counselors, Program Coordinator	Once weekly - Mondays	All teachers must sign-in, share knowledge through internal e-mail.
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**Attendance Budget**

Include, school allocation from District, Internal funds, Title I, PTSA funds, Grants, ELL funds, Technology funds, etc, additional units/dollars from District.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources		Funding Source
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources		Funding Source
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources		Funding Source

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

<b>Subtotal:</b>			
Other			
Strategy	Description of Resources		Funding Source
Final 9 weeks attendance incentive	Slushies		SAC Funds
<b>Grand Total:</b>		300.00	

*End of Attendance Goals*

**Suspension Goal(s)**

**Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.**

<b>Guiding Questions to Inform the Problem-Solving Process</b>	
<ul style="list-style-type: none"> <li>■ What was the total number of in-school suspensions for 2010-2011?</li> <li>■ What was the total number of out-of school suspensions for 2010-2011?</li> <li>■ What was the total number of students suspended in school in 2010-2011?</li> <li>■ What was the total number of students suspended out of school in 2010-2011?</li> <li>■ What are the anticipated barriers to decreasing the number of suspensions?</li> <li>■ What are the anticipated barriers to decreasing the number of students suspended?</li> <li>■ What strategies and interventions will be utilized to decrease the number of suspensions for 2012-2013?</li> <li>■ What strategies and interventions will be utilized to decrease the number of students suspended for 2012-2013?</li> </ul>	

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

<b>SUSPENSION</b>			<b>Problem-solving Process to Decrease</b>					
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

GOAL(S)			Suspension					
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	<b>Fidelity Check</b> Who and how will the fidelity be monitored?		<b>Strategy Data Check</b> How will the evaluation tool data be used to determine the effectiveness of strategy?	Evaluation Tool
<b>1. Suspension</b> <u>Suspension Goal #1:</u>			1.1. Student behavior, larger population than last year	1.1. More monitoring and build pride in school technical programs to build buy-in from students.	1.1. APC should see number of suspensions go down.		1.1. Edconnect data	1.1. Evaluate Edconnect data with the SAC team.
	<u>2011 Total Number of In-School Suspensions</u>	<u>2012 Expected Number of In-School Suspensions</u>						
	<b>0</b>	<b>0</b>						
	<u>2011 Total Number of Students Suspended In-School</u>	<u>2012 Expected Number of Students Suspended In-School</u>						
	<b>0</b>	<b>0</b>						
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>						



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

	<b>173</b>	<b>100</b>					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
	<b>114</b>	<b>70</b>					

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
Best Practices - Academic	ALL	Melissa Sawyer, APC	Academic Teachers, school-wide	Once weekly - flexible	All teachers must sign-in, share knowledge through internal e-mail.
Best Practices - Technical	ALL	Melissa Sawyer, APC	Technical Teachers, school-wide	Once weekly - flexible	All teachers must sign-in, share knowledge through internal e-mail.
Management Team	Administration	Sandra Bailey, Principal	Principal, APC, 2 Guidance Counselors, Program Coordinator	Once weekly - Mondays	All teachers must sign-in, share knowledge through internal e-mail.

**Suspension Budget**

Include, school allocation from District, Internal funds, Title I, PTSA funds, Grants, ELL funds, Technology funds, etc, additional units/dollars from District.		
Evidence-based Program(s)/Materials(s)		
Strategy	Description of Resources	Funding Source

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

<b>Subtotal:</b>		
Technology		
Strategy	Description of Resources	Funding Source
<b>Subtotal:</b>		
Professional Development		
Strategy	Description of Resources	Funding Source
<b>Subtotal:</b>		
Other		
Strategy	Description of Resources	Funding Source
<b>Grand Total:</b>	0.00	

*End of Suspension Goals*

**Additional Goal(s)**

**Continuous Improvement**

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

<b>Continuous Improvement Goal</b>			<b>Problem-Solving Process to Increase Student Achievement</b>					
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	<b>Fidelity Check</b>		<b>Strategy Data Check</b> How will the	Evaluation Tool

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

					Who and how will the fidelity be monitored?		evaluation tool data be used to determine the effectiveness of strategy?	
<b>1. Continuous Improvement Goal</b> Continuous Improvement Goal #1:			1.1. Attendance	1.1. School Spirit activities to grow student attendance on half days and year-round.	1.1. SAC Team will discuss activities and monitor.		1.1. Check attendance data every 9 weeks to see if attendance improves.	1.1. Attendance Data via the Data Processor.
	2012 Current Level :*	2013 Expected Level :*					1 <sup>st</sup> 9 wks: 2 <sup>nd</sup> 9 wks: 3 <sup>rd</sup> 9 wks:	
	<b>78%</b>	<b>80%</b>						

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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		Strategy for Follow-up/Monitoring

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

					Release) and Schedules (e.g., frequency of meetings)	
Best Practices - Academic	ALL		Melissa Sawyer, APC	Academic Teachers, school-wide	Once weekly - flexible	All teachers must sign-in, share knowledge through internal e-mail.
Best Practices - Technical	ALL		Melissa Sawyer, APC	Technical Teachers, school-wide	Once weekly - flexible	All teachers must sign-in, share knowledge through internal e-mail.
Management Team	Administration		Sandra Bailey, Principal	Principal, APC, 2 Guidance Counselors, Program Coordinator	Once weekly - Mondays	All teachers must sign-in, share knowledge through internal e-mail.

**Continuous Improvement Goal Budget**

Include, school allocation from District, Internal funds, Title I, PTSA funds, Grants, ELL funds, Technology funds, etc, additional units/dollars from District.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources		Funding Source
Teacher Training		480.30	
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources		Funding Source
<b>Subtotal:</b>			
Professional Development			

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

Strategy	Description of Resources		Funding Source
			SAC Funds
Strategies			
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources		Funding Source
<b>Grand Total:</b>		480.30	

*End of Additional Goal(s)*

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

**NEW Reading Florida Alternate Assessment Goals**

A. Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).			A.1.	A.1.A.1.	A.1.
Reading Goal A: N/A	2012 Current Level of Performance:"	2013 Expected Level of Performance:"			

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

<p>Enter narrative for the goal in this box.</p>					
			A.2.	A.2.A.2.	A.2.
			A.3.	A.3.A.3.	A.3.
<p>B. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</p>			B.1.	B.1.B.1.	B.1.
<p>Reading Goal B: N/A</p> <p>Enter narrative for the goal in this box.</p>	<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>			

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

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

***NEW Comprehensive English Language Learning Assessment (CELLA) Goals***

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
C. Students scoring proficient in Listening/Speaking.  Average CELLA scores will improve by 1.1 grade levels (See school-wide reading goals.)		1.1.	1.1.	1.1.	1.1.	1.1.
CELLA Goal #C:	2012 Current Percent of Students Proficient in					

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

Enter narrative for the goal in this box.	Listening/Speaking:					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>D. Students scoring proficient in Reading.</b> Average CELLA scores will improve by 1.1 grade levels (See school-wide reading goals.)		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #D:  Enter narrative for the goal in this box.	2012 Current Percent of Students Proficient in Reading :					



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

		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
Average CELLA scores will improve by 1.1 grade levels (See school-wide reading goals.)		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #E: Average CELLA scores will improve by 1.1 grade levels (See school-wide reading goals.)	2012 Current Percent of Students Proficient in Writing :					

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

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

**NEW Math Florida Alternate Assessment Goals**

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9).  N/A					F.1.	F.1.	F.1.		F.1.	F.1.
Mathematics Goal F:  Enter narrative for the goal in this box.		2012 Current Level of Performance:*		2013 Expected Level of Performance:*						
					F.2.	F.2.	F.2.		F.2.	F.2.

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

					F.3.	F.3.	F.3.		F.3.	F.3.	
G. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  N/A					G.1.	G.1.		G.1.	G.1.		G.1.
Mathematics Goal G:  Enter narrative for the goal in this box.	2012 Current Level of Performance:*		2013 Expected Level of Performance:*								
					G.2.	G.2.		G.2.	G.2.		G.2.

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

						6.3.	6.3.			6.3.	6.3.								6.3.

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
H. Students scoring in the middle or upper third (proficient) in Geometry.  See Math Goals			1.1.	1.1.	1.1.	1.1.	1.1.
Geometry Goal H:  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**

			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
I. Students scoring in the upper third on Geometry.  See Math Goals			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal I:  Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2.2.	2.2.	2.2.	2.2.	2.2.

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

			2.3	2.3	2.3	2.3	2.3

End of Geometry EOC Goals

**NEW Science Florida Alternate Assessment Goal**

Elementary, Middle and High Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9). N/A			J.1.	J.1.	J.1.	J.1.	J.1.
Science Goal J:  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**

	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			J.2.	J.2.	J.2.	J.2.	J.2.
			J.3.	J.3.	J.3.	J.3.	J.3.

**NEW Biology End-of-Course (EOC) Goals**

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

Biology EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
K. Students scoring in the middle or upper third (proficient) in Biology. N/A			1.1.	1.1.	1.1.	1.1.	1.1.

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

<p>Biology Goal K:</p> <p>Enter narrative for the goal in this box.</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</p>			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>L. Students scoring in upper third in Biology.</p> <p>N/A</p>			2.1.	2.1.	2.1.	2.1.	2.1.
<p>Biology Goal L:</p>	<p>2012 Current Level of</p>	<p>2013 Expected Level of</p>					



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

Enter narrative for the goal in this box.	Performance:*	Performance:*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

***NEW Writing Florida Alternate Assessment Goal***

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).  N/A			M.1.	M.1.	M.1.	M.1.	M.1.
Writing Goal M:  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**

			M.2.		M.2.	M.2.		M.2.
			M.3.		M.3.	M.3.		M.3.

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement		Person or Position Responsible for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>STEM Goal #1:</b> <b>See Math and Technology Goals</b> Enter narrative for the goal in this box.	1.1.	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.	1.3.

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

## STEM Professional Development

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

*End of STEM Goal(s)*

## CTE Professional Development

Career Goal #3:			2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p><b>During the 2011-2012 school year, the percentage of eligible-for-graduation students who had industry certification was the following:</b></p> <p><b>Total:</b>  <b>Culinary Arts: 91% PRO-start certified</b>  <b>Automotive: N/A (No graduates until 2013)</b></p>			<b>57.5</b>	<b>65%</b>					

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

<p>Construction: None available Nursing Assistant/First Responder: 27% CNA Certified EMR: None available JROTC: None available</p> <p>During the 2012-2013 school year, the percentage of eligible-for-graduation students who will receive industry certification in their program of study will be the following:</p> <p>Total: Culinary Arts: 100% PRO-start certified Automotive: N/A (No graduates until 2013) Construction: None available Nursing Assistant/First Responder: 50% CNA Certified EMR: None available JROTC: None available</p>									
		3.3.	<p>3.2. Strategy: Students stay in program they enroll in upon entry to the school until they receive industry certification.</p> <p><u>Action Steps</u> 1. Counselors perform due diligence on new students to match them with program for longevity; for example, Learning Style tool with a Career Interest Inventory to help match them to the correct career.</p>	<p>3.2. <u>Who</u></p> <p><u>How</u></p> <p><u>First Nine Week Check</u></p> <p><u>Second Nine Week Check</u></p> <p><u>Third Nine Week Check</u></p>		3.2.			<p>3.2. <u>2-3x Per Year</u></p> <p><u>During Nine Weeks</u></p>

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

						Third Nine Week Check			
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*End of CTE Goal(s)*

**Differentiated Accountability**

Directions

- 1 Download the form for your school from the School Improvement Icon on IDEAS.
- 1 Save it to your computer.
- 2 Fill out the form, using the MOCK DA Checklist on the School Improvement Icon on IDEAS
- 3 Upload the DA Checklist to the Florida DOE On-line Template, following the directions in the Technical Assistance Document.

School-level Differentiated Accountability Compliance

**Check your DA Status**

School Differentiated Accountability Status			
Intervene <input type="checkbox"/>	Correct II <input type="checkbox"/>	Prevent II <input type="checkbox"/>	Correct I <input type="checkbox"/>

- Yes, I have attached the *school's Differentiated Accountability Checklist of Compliance to the Florida DOE On-Line Template*

**School Advisory Council**

*School Advisory Council (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 citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting “Yes” or “No” below.

**YES**

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



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

Final Amount Spent			
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