

Florida Department of Education



School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Treasure Coast High School	District Name: St. Lucie County District
Principal: Mrs. Denise Rodriguez	Superintendent: Mr. Michael Lannon
SAC Chair: Mrs. Myrna Tamar-Belgraves and Mrs. Paula Hosein	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

List your school’s administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Principal	Denise Rodriguez	Masters in Special Education Bachelors in Education and Psychology Certification(s): Educational Leadership, ESE K-12 Elementary 1-6	6 years	2 years (Principal) 4 years (Asst. Principal)	<p>2009 - 2010 – B (TCHS) FCAT Proficiency: 38% Reading 67% Math Learning Gains: 48% Reading 74% Math Lowest 25%: 46% Reading 63% Math AYP: No Reading (not met): White, Black, Hispanic, FRL, SWD Math (not met): White, Black, Hispanic, FRL, SWD</p> <p>2010-2011 – B (TCHS) FCAT Proficiency: 38% Reading 67% Math Learning Gains: 48% Reading 74% Math Lowest 25%: 46% Reading 63% Math AYP: No Reading (not met): White, Black, Hispanic, FRL, SWD Math (not met): White, Black, Hispanic, FRL, SWD</p> <p>2011-2012 – Grade Pending (TCHS) FCAT Proficiency: 46% Reading 50% Math Learning Gains: 54% Reading 50% Math Lowest 25%: 61% Reading 56% Math AYP: No Reading (not met): White, Black, Hispanic, FRL, SWD Math (not met): White, Black, Hispanic, FRL, SWD Algebra 1 EOC: 34% Proficient Geometry EOC: 46% Proficient Biology EOC: 62% Proficient</p>
Assistant Principal	Eric Evans	MBA Business Bachelors Industrial Technology Bachelors Organizational Development Certification(s): Educational Leadership, Business 9-12	2 years	2 years (Asst. Principal)	<p>Baseline year 2011-2012 (B)</p> <p>2011-2012 – Grade Pending (TCHS) FCAT Proficiency: 46% Reading 50% Math Learning Gains: 54% Reading 50% Math Lowest 25%: 61% Reading 56% Math AYP: No Reading (not met): White, Black, Hispanic, FRL, SWD Math (not met): White, Black, Hispanic, FRL, SWD Algebra 1 EOC: 34% Proficient Geometry EOC: 46% Proficient Biology EOC: 62% Proficient</p>

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

Assistant Principal	Eldrique Gardner	Masters in Educational Leadership/Educational Leadership K-12 Bachelors in Science Certification(s): General Science 6-9	First year	First Year	Baseline year 2012-2013
Assistant Principal	Nikki Poole	Masters in Educational Leadership Masters in Counseling Bachelors in Psychology Certification(s): Guidance Counseling, Educational Leadership	2 years	2 years (Asst. Principal)	Baseline year 2011-2012 (B) 2011-2012 – Grade Pending (TCHS) FCAT Proficiency: 46% Reading 50% Math Learning Gains: 54% Reading 50% Math Lowest 25%: 61% Reading 56% Math AYP: No Reading (not met): White, Black, Hispanic, FRL, SWD Math (not met): White, Black, Hispanic, FRL, SWD Algebra 1 EOC: 34% Proficient Geometry EOC: 46% Proficient Biology EOC: 62% Proficient
Assistant Principal	Henry Sanabria	Masters in Education Administration and Supervision Bachelors in Workforce Education Certification(s): English 5-9 & 6-12, Educational Leadership	3 years	3 years	2010-2011- A (LPA) Reading Mastery 78%, Math Mastery 81%, Writing 89%, Science 72%, Black subgroup, Hispanic subgroup and economically disadvantaged subgroup did not make AYP, all other subgroups made AYP 2011-2012 – Grade Pending (LPA) FCAT Proficiency: 77% Reading 72% Math Learning Gains: 69% Reading 71% Math Lowest 25%: 65% Reading 62% Math AYP: No Reading (not met): White, Black, Hispanic, FRL, SWD Math (not met): White, Black, Hispanic, FRL, SWD Algebra 1 EOC: 85% Proficient Geometry EOC: 79% Proficient Biology EOC: 87% Proficient

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

Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
	NONE				

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. FAST Track Personnel Management System	Mrs. Denise Rodriguez	On-going
2. District Recruitment Efforts	Janice Williams (District Recruiter)	On-going
3. www.teacherstoteachers.com	Janice Williams (District Recruiter)	On-going

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

Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
135	17.78% (24)	26.67% (36)	34.81% (47)	20.74% (28)	31.85% (43)		8.89% (12)	4.44% (6)	8.15% (11)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Applebee, Lori	Loupe, Rebecca	Ms. Applebee is an experienced health science teacher and Ms. Loupe will benefit from someone who is knowledgeable in content and school protocol as they are both in the CTE academy.	<ul style="list-style-type: none"> ● Review District Mentor Checklist ● Monthly Professional Development ● Continuous collegial conversations

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Arnold, Taylor	Cirrocco, Christine	Mr.. Arnold is an experienced math teacher and Ms. Cirrocco will benefit from someone who is knowledgeable in content and school protocol.	<ul style="list-style-type: none"> ● Review District Mentor Checklist ● Monthly Professional Development ● Continuous collegial conversations
Belgraves, Myrna	Champagne, Jannette	Ms. Belgraves is an experienced CTE teacher and Ms. Champagne will benefit from someone who is knowledgeable in outcomes and school protocol as it relates to CTE academy.	<ul style="list-style-type: none"> ● Review District Mentor Checklist ● Monthly Professional Development ● Continuous collegial conversations
Bolte- Benton, Christin	Braddy, Marvin	Ms. Bolte-Benton is an experience ESE specialist serving 9 th and 10 th grade students. Mr. Braddy is an ESE teacher and will benefit from Ms. Bolte-Benton’s familiar with the faculty and school.	<ul style="list-style-type: none"> ● Review District Mentor Checklist ● Monthly Professional Development ● Continuous collegial conversations
Bolte- Benton, Christin	Hunter, Danielle	Ms. Bolte-Benton is an experience ESE specialist serving 9 th and 10 th grade students. Ms. Hunter is an ESE teacher and will benefit from Ms. Bolte-Benton’s familiar with the faculty and school.	<ul style="list-style-type: none"> ● Review District Mentor Checklist ● Monthly Professional Development ● Continuous collegial conversations
Craft,Lisa	Lesaldo, Dawn Marie	Ms. Lesaldo is a new Upper Grades English teacher and Ms. Craft is an experienced English teacher who is familiar upper grade English and teaches the same course as Ms. Lesaldo.	<ul style="list-style-type: none"> ● Review District Mentor Checklist ● Monthly Professional Development ● Continuous collegial conversations Development
Emerson, Jean	Allen, Cory	Ms. Emerson is an upper grade Social Studies teacher and department chair. Mr. Allen is teaching the same courses as Ms. Emerson and will benefit from her experience.	<ul style="list-style-type: none"> ● Review District Mentor Checklist ● Monthly Professional Development ● Continuous collegial conversations
Kirby, Julie	Schebule, Lauren	Ms. Kirby is an experienced science teacher who also teaches marine science. (Ms. Schebule teaches the same course).	<ul style="list-style-type: none"> ● Review District Mentor Checklist ● Monthly Professional Development ● Continuous collegial conversations
Matteson, Jenn	Mason, Loretta	Ms. Matteson is the Director of ESE and familiar with the faculty, students, and the school. Ms. Mason is new to the ESE department and will benefit from her experience.	<ul style="list-style-type: none"> ● Review District Mentor Checklist ● Monthly Professional Development ● Continuous collegial conversations

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

Matteson, Jenn	Searfoss, David	Ms. Matteson is the Director of ESE and familiar with the faculty, students, and the school. Mr. Searfoss is new to the ESE department and will benefit from her experience.	<ul style="list-style-type: none"> ● Review District Mentor Checklist ● Monthly Professional Development ● Continuous collegial conversations
Maxwell, Stephen	Manhire, William	Mr. Maxwell is an upper grade math teacher. Mr. Manhire is teaching similar courses as Mr. Maxwell and will benefit from his experience and proximity.	<ul style="list-style-type: none"> ● Review District Mentor Checklist ● Monthly Professional Development ● Continuous collegial conversations
Ng, Karen	Granison, Rachel	Ms. Ng is an experienced science teacher who also teaches 9 th grade science. (Ms. Granison teaches the same course).	<ul style="list-style-type: none"> ● Review District Mentor Checklist ● Monthly Professional Development ● Continuous collegial conversations
O'Hara, Barbara	Farrell, Amy	Ms. O'Hara is in the same SLC as Ms. Farrell and can assist her as an experienced teacher. Ms. O'Hara is familiar with our schools and faculty and her proximity will greatly benefit Ms. Farrell.	<ul style="list-style-type: none"> ● Review District Mentor Checklist ● Monthly Professional Development ● Continuous collegial conversations
Peschio, Denise	Petros, Ciara	Ms. Petros is a new 9 th Grade English teacher and Ms. Peschio is an experienced English teacher.	<ul style="list-style-type: none"> ● Review District Mentor Checklist ● Monthly Professional Development ● Continuous collegial conversations
Pierre-Louis, Grace	Hout, Lindsay	Ms. Pierre-Louis is an experienced math teacher who has taught math at many levels and will be able to assist Lindsay.	<ul style="list-style-type: none"> ● Review District Mentor Checklist ● Monthly Professional Development ● Continuous collegial conversations
Southerly, Sandy	Sample, Kristin	Ms. Sample is a new reading teacher and Ms. Southerly is an experienced reading teacher, who will be able to assist her in the area of reading.	<ul style="list-style-type: none"> ● Review District Mentor Checklist ● Monthly Professional Development ● Continuous collegial conversations
Spranza, Marie	Posadas, Jenny	Ms. Spranza has assisted Ms. Posadas and can assist her as an experienced teacher. Ms. Spranza is familiar with our schools and faculty and her proximity will greatly benefit Ms. Posadas.	<ul style="list-style-type: none"> ● Review District Mentor Checklist ● Monthly Professional Development ● Continuous collegial conversations

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

Szpaichler, Jeremy	Talerico, David	Mr. Szpaichler is an experienced math teacher whose experience will benefit Mr. Talerico who teaches math also.	<ul style="list-style-type: none"> ● Review District Mentor Checklist ● Monthly Professional Development ● Continuous collegial conversations
Thompson, Delroy	Franklin, Julius	Mr. Franklin is a new reading teacher and Mr. Thompson is an experienced reading teacher, who will be able to assist in the area of reading.	<ul style="list-style-type: none"> ● Review District Mentor Checklist ● Monthly Professional Development ● Continuous collegial conversations
Turner, Wendy	Gandy, Dominique	Ms. Gandy is a new 10 th Grade English teacher and Ms. Turner is an experienced English teacher.	<ul style="list-style-type: none"> ● Review District Mentor Checklist ● Monthly Professional Development ● Continuous collegial conversations
Webb, Julie	Mannion, Carey	Ms. Webb is an experienced math teacher who has taught math at many levels and will be able to assist Ms. Mannion and proximity will be to her benefit.	<ul style="list-style-type: none"> ● Review District Mentor Checklist ● Monthly Professional Development ● Continuous collegial conversations
Wright, Todd	Faist, Felissa	Ms. Faist is a new reading teacher and Mr. Wright is an experienced reading teacher, who will be able to assist Ms. Faist in the area of reading.	<ul style="list-style-type: none"> ● Review District Mentor Checklist ● Monthly Professional Development ● Continuous collegial conversations

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

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

School-Based MTSS/RtI Team

MTSS is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

The following personnel are members of the team:

Denise Rodriguez – Principal
Nikki Poole – Asst. Principal
Eric Evans- Asst. Principal
Kimberly Ryan – School Psychologist (District Contact)
Sam Gabriel – Social Worker
Lynda Octavi– Dean
Brad Lehman – Dean
Edwin Munoz - Dean
Jennifer Matteson– ESE Secondary Director
Wendy Turner – General Education Teacher
Todd Wright – Reading Teacher (Data Monitor)
Sandy Southerly - Reading Teacher/Department Chair
Christine Cirrocco – Intensive Math Teacher

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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 purpose of the Core PST is to review school wide data for the purpose of strengthening the Core learning environment. Activities of the Core PST include:

- Determining school-wide learning and development areas in need of improvement
- Identifying barriers which have or could prohibit school from meeting improvement goals
- Developing action plans to meet school improvement goals (e.g., SIP)
- Identifying resources to implement plans
- Monitoring fidelity and effectiveness of core, tiered support & ESE instruction
- Managing and coordinating efforts between all school teams
- Supporting the problem solving efforts of other school teams

The following are core roles and responsibilities required at a minimum within the MTSS leadership team:

<p><u>RtI Core PST Chair</u> (Nikki Poole/RtI-A and Eric Evans/ RtI-B)</p>	<ul style="list-style-type: none"> ● Schedules and prepares agenda for Core PST meetings three to four times a school year ● Sends invitations and meeting agenda to all members and/or invitees ● Confirms that personnel responsible for presentations are prepared prior to the meeting ● Facilitates collegial conversation and consensus building while using the <i>data driven “problem-solving”</i> model. ● Keeps conversation on task and focused
<p><u>Data Keeper</u> (Todd Wright)</p>	<ul style="list-style-type: none"> ● Provides school-wide data in specialty area for all members to view ● Communicates curriculum, program, procedural or policy concern ● Initiates discussion of the interpretation of the data
<p><u>Time Keeper</u></p>	<ul style="list-style-type: none"> ● Provides periodic updates to team member regarding the amount of time left to complete a given task
<p><u>Recorder</u> (Lynda Octavi)</p>	<ul style="list-style-type: none"> ● Responsible for taking notes for the purpose of capturing important discussions and outcomes of meetings ● Forwards minutes of the meeting, including attendee names, to each member of the Core Team and building principal for approval ● Following administrative approval and when appropriate, shares minutes with the school staff

TCHS will also have various teams designated to meet on a monthly basis. These teams will work together within their respective groups to solve Tier 1 (core) problems as identified within the team. At the point in which a team is in need of further support, a representative from the team requesting assistance will present the evidence/data they have collected to a member of the PST.

Both Group and Individual PST’s will be established based on needs and will focus on the following:

Group PST: The Small Learning Community (SLC) model in high schools enables group PST meetings to focus on each SLC’s (team) specific problems (attendance, behavior, course failures, etc.). The school counselor, the administrator, and the dean of each community work together with

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

the various school teams within an SLC to review data, finalize identification of intervention groups for behavior, and/or review response of students receiving interventions. Teachers alone should not be making identification and intervention placement decisions without participation from the school counselor, administrator, and dean.

Individual PST: Individual PST meetings occur upon a student being identified as needing more intensive Tier 3 intervention, a parent request, or for severe behavioral/academic needs whereas immediate action must take place in order to maintain safety or meet the Free and Appropriate Public Education requirements (FAPE).

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?

The MTSS leadership Team will:

- monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
- monitor the fidelity of the delivery of instruction and intervention.
- provide levels of support and interventions to students based on data.
- consider the end of year data.

MTSS Implementation

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

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.

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- Oral Reading Fluency Measures
- EasyCBM Benchmark Assessments
- AIMS Web
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

Behavior

- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

3. Tiered intervention data will be housed in Performance Matters and progress monitoring data in EasyCBM.

4. The data will be triangulated and analyzed to determine students who need additional intervention/instruction with evidence based interventions. The following databases will be utilized for this purpose:

- Skyward
- AIMS Web
- Performance Matters
- RtI Database

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Describe the plan to train staff on MTSS.

The district professional development and support will include:

1. Training for all administrators along with their Core Team to support the identification of students in need of intervention using data.
2. District RTI Specialists, School Psychologists, and Literacy Liaison will be providing support for school staff to understand basic MTSS principles and procedures

Site professional development will also be provided to the faculty on designated professional development days and through job-embedded professional development. These in-services will include but are not limited to the following:

- Common Core Standards
- Positive Behavior Support (PBS)
- Literacy Routines/Framework
- Math Routines/Framework
- Behavior Framework
- Easy CBM
- RtI Database
- Performance Matters
- USF/FLDOE Problem Solving/Response to Intervention Tier 1, 2 and 3
- Progress Monitoring and Graphing

Describe the plan to support MTSS.

The plan to support the school's MTSS will be based upon the information from http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf, but not limited to the following:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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 Literacy Leadership Team is made up of those teachers who are in key positions (e. g. Department Chairs) and are vital to the implementation of the new common core standards in an effort to improve student achievement by enhancing the use of effective literacy strategies across the content areas. The LLT is comprised of the following personnel:

- Kimberlee Cooper- English Department Chair
- Kristi Wichern – Math Department Chair
- Jason Monroe – Science Department Chair
- Jean Emerson – Social Studies Department Chair
- Kyle Smith – PE Department Chair
- Lina Manzano – Foreign Language Department Chair
- Icaza Jones – VPA Department Chair
- Myrna Tamar-Belgraves – CTE Department Chair
- Sandy Southerly-Reading Department Chair
- Jennifer Matteson/Christine Bolte – ESE Department Chairs
- School Administration

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

The LLT will facilitate the enhancement of literacy strategies by doing the following:

- LLT will meet quarterly
- Capitalizing on the expertise of reading teachers during bi- monthly meetings and SLC meetings.
- Setting the expectation that all teachers will use reading strategies
- Assigned administrator will provide support to all teachers in implementation of strategies
- Obtain feedback on status of implementation and impact
- Analyze benchmark assessments

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

The major initiative(s) for the LLT will be:

- Implementation of Common Core Standards
- Literacy integration and sustainment across all content areas
- Student motivation, engagement and achievement
- Appropriate use of literacy routines and interventions
- Host the 6th Annual Literacy Night event/Book Fair

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

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

The expectation is that all teachers are inherently responsible for reading.

Teachers continue to use content specific common vocabulary in all core areas. Teachers were provided professional development on how to use research based vocabulary strategies to increase vocabulary development. The common vocabulary list is published for all teachers to review. It is an expectation for all teachers to have an interactive word wall that is updated when appropriate to their curriculum. Teachers were provided professional development and have implemented the K-12 SLC Literacy Routine.

Writing across the curriculum has been a focus in recent professional development opportunities. All elective teachers have reviewed the reading test specifications for the FCAT to link reading strategies to their instruction. All teachers will be expected to assess students using short and long responses in common mini assessments.

Teachers in Career Technical Electives, Science and Social Studies will work on implementation literacy standards in accordance with the new Common Core State Standards (CCSS).

***High Schools Only**

Note: Required for High School-Sec. 1003.413(2)(g), (2)(j) F.S.

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

TCHS focuses heavily on providing students with rigorous course work that is relevant to real life experiences. The school is organized in wall-to-wall Smaller Learning Communities (SLC's), including a Freshman Academy, 10th grade Academy and three Upper School CTE Academies. Teachers in 9th and 10th grade are teamed by core areas with common planning time to review curriculum to design integrated lessons and units. Each team creates a large scale unit involving all four content areas on a quarterly basis. 11th and 12th grade teams are based on career academies. The Career Technical Elective (CTE) teacher for each academy shares planning time with the core teachers to extend lesson integration into real life experiences. The senior Culminating Project is a final exhibition that student's produce to show the relevance of their learning.

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?

The Freshman Seminar course is required component in 9th grade Academy. Freshman Seminar is the first experience that students have to start their career planning. Students learn about TCHS and all of the career majors that are available to them. During the Freshman Seminar course, students attend informational sessions about the various career academies on campus and take tours of the classes. Commencing in the 10th grade, students take their first CTE within their declared major (career academy). As 11th grade students, their career exploration continues with the start of their Culminating Project. Career planning is a major component of the project, as projects are aligned to the student's area of career interest. As 12th grade students, Culminating Projects are presented to judges from the community that includes a post-secondary plan.

TCHS offers a variety of courses based on student interest from intensive course to remediate skills to Cambridge Advanced International Certificate of Education (AICE) and Advanced Placement (AP). Students can also access credit retrieval courses during school and after school and attend Dual Enrollment courses at the local college, Indian River State College (IRSC).

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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](#).

In order to successfully prepare students to transition to post high school, TCHS has created an atmosphere in which students work closely with their respective guidance counselors in order to create a well-planned graduation plan grades 9-12. In ninth grade, all students take a Freshmen Seminar Course that offers extensive career exploration, study skills, and learning pathway exploration to assist students in planning their high school classes and future college and career choices. Students conduct a student-led conference in the spring where they share their learning goals and achievements, and plans for the future with their teachers and parents. In 10th grade, students explore the career academy options and post-high school options available by taking a field trip through each career academy program at school. Sophomores also lead a spring student-led conference where they share their test scores, their work in school, their future goals and ambitions with their parents and teachers. Juniors propose a culminating project for their senior year, in which students develop an applied learning project in their major and present to a community panel composed of community members and business advisory members in their major. Students must demonstrate how their project is connected to their post-high school plans.

The school has also developed a recruiting plan to recruit more students into AICE and AP level courses, in order to better prepare them for college using PSAT results to target students. TCHS offers ACT and SAT preparation for juniors and seniors, both during school and after school. Colleges visit the school and provide student with related information and tours are offered to all students as well. TCHS also hosts a FAFSA Application night, to teach parents and families how to fill out financial aid forms, as well as a College Night, to help parents and families fill out college application forms. All seniors also receive one-on-one counseling to ensure they are on path to graduate and to review scholarship opportunities.

Furthermore, TCHS is developing a strong recruitment program for students to complete testing for industry certifications. Each of our CTE teachers will be setting individual goals to improve the percentage of students sitting for each certification and the percentage passing the required tests.

Qualified students will also take the Post-Education Readiness Test (PERT) to assess their college readiness level in both English and Math. Students testing “Not College Ready” will be placed in remediation classes (applicable college readiness courses).

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</p>	<p>1A.1. Teachers' varying degrees of awareness and understanding of Common Core State Standards, literacy routines and targeted small group instruction.</p>	<p>1A.1. Engage all teachers in ongoing Professional Development activities that develop awareness of Common Core State Standards and literacy routines, the ability to unwrap the standards, develop learning goals and specific scales, plan instructional activities for the standards, and develop common formative assessments for the standards along with a collaborative scoring process</p>	<p>1A.1. Principal, Assistant Principal, Literacy/Reading Liaison and Reading teachers assigned to specific teams as a literacy liaison to promote using basic reading strategies.</p>	<p>1A.1. Data from classroom observations using the SLC Framework. Analysis of teacher-developed instructional activities and formative assessments.</p>	<p>1A.1. Results of common formative assessments, curriculum mini-bats, Benchmark tests, and FCAT 2.0. The use of placement assessments in reading courses to determine accurate placement based on curriculum use.</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Reading Goal #1A:</u>	<u>2012 Current Level of Performance*</u>	<u>2013 Expected Level of Performance*</u>					
By June 2013, the percentage of students scoring at Level 3 on the FCAT 2.0 Reading assessment, will increase to 43% (325).							
	38% (287) of students scored at Achievement Level 3 in Reading on the 2012 FCAT 2.0 Assessment.	On the 2013 FCAT 2.0 Reading assessment, the percentage of students scoring at Level 3 will increase to 43% (325).					
		1A.2. Teachers' continuously developing skill in implementing quality instruction as defined by the SLC Framework.	1A.2. Engage all teachers in ongoing professional development activities that develop and enhance skill in quality instruction.	1A.2. Principal, Assistant Principal, Literacy/Reading Liaison	1A.2. Data from classroom observations using the SLC Framework	1A.2. Results of common formative assessments, curriculum mini-bats, Benchmark tests, and FCAT.	

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

		1A.3. Content area teachers' unfamiliarity with close reading and document-based questioning and the impact it can have on reading proficiency.	1A.3. Engage all teachers in ongoing professional development activities that develop and enhance skill in close reading and document-based questioning.	1A.3. Principal, Assistant Principal, Literacy/Reading Liaison	1A.3. Data from classroom observations using the SLC Frameworks	1A.3. Results of common formative assessments, curriculum mini-bats, AIMS Web, Benchmark tests, and FCAT.	
		1A.4 Content teachers in core classes require more support for struggling readers.	1A.4 Reading teachers will be assigned to a team or CTE teacher to provide support in the area of reading comprehension support. This support will include the inclusion of reading strategies.	1A.4 Teachers, Administration, Reading Liaison	1A.4 Each team will complete meeting notes to provide each AP	1A.4 Benchmark Assessments FCAT	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1. Train teachers to effectively implement Access Points.	1B.1. Instructional staff will participate in department LC opportunities	1B.1. District PD Team ESE Specialists Administrative Team	1B.1. Data from classroom observations and debriefing sessions Professional Development Surveys	1B.1. Reflection Tools		

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

<u>Reading Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June 2013, 52% (*) of students will score at a Level 4, 5, 6 on the FAA Reading Test.							
	43% of students are proficient at level 4, 5, 6 on the FAA Reading Test.	By June 2013, 52% (*) of students will score at a Level 4, 5, 6 on the FAA Reading Test.					
		1B.2. Discerning relevant details from a passage using auditory processing.	1B.2. Daily read aloud practice to process and coach students based on appropriate access points	1B.2. District Support Team, ESE Specialist, Administration, and Teacher.	1B.2. The teacher will review data bi-weekly and make recommendations based on needs assessment. IEP team will review as needed to develop and/or revise plan.	1B.2. Teacher generated assessment based on IEP goals Brigance Assessment	

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

		1B.3. Students have processing challenges for recalling information and supporting details	1B.3. Use read alouds, auditory tapes and text readers that provide print with visuals and or symbols.	1B.3. ESE Specialist, Administration and Teacher.	1B.3. Students' written or oral responses	1B.3. Student performance tasks on teacher made assessments Teacher observation. Brigance Assessment	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</p>	<p>2A.1. Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.</p>	<p>2A.1. Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity. Teachers will provide time for independent reading and close reading in all curriculum areas.</p>	<p>2A.1. District Professional Development Team, Reading Liaison, Administration and Teacher</p>	<p>2A.1. Administration observation of effective implementation with feedback and teacher lesson design reflective of Common Core understanding.</p>	<p>2A.1. SLC Framework and Administrative Classroom Walkthroughs Benchmark Assessments</p>		
<p><u>Reading Goal #2A:</u> By June 2013, the percentage of students scoring at Levels 4 and 5 will increase to 23% (143) on the FCAT 2.0 Reading assessment.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

	On the 2012 FCAT 2.0 Assessment, 18% (121) of students scored at Achievement Levels 4 and 5 in Reading.	On the 2013 FCAT 2.0 Reading assessment, the percentage of students scoring at Levels 4 and 5 will increase to 23% (143).					
		2A.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County Framework exist among instructional staff.	2A.2. Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading and Lesson Study.	2A.2. District Professional Development Team, Reading Liaison, Administration and Teacher	2A.2. Administration observation of effective implementation with feedback, teacher lesson design reflecting St. Lucie County Framework, and administrative/Teacher conferencing.	2A.2. SLC Framework and Administrative Classroom Walkthroughs Benchmark Assessments	

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

		2A.3. The daily expectation of student written responses to demonstrate thinking and reflection will be a new practice.	2A.3. Instructional staff members will be provided professional development on designing reflective questions and analyzing student responses to determine their depth of understanding. Instructional and peer coaching.	2A.3. District Professional Development Team, Reading Liaison, Administration and Teacher	2A.3. Administration observation of effective implementation with feedback, individual and collaborative review of student work.	2A.3. Student Responses from teacher made performance task items.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1. Train teachers to effectively implement Access Points.	2B.1. Instructional staff will participate in department LC opportunities	2B.1. District PD Team ESE Specialists Administrative Team	2B.1. Data from classroom observations and debriefing sessions	2B.1. Reflection Tools Brigance Assessment FAA		
<u>Reading Goal #2B:</u> By June 2013, 37% (*) of students will score at a Level 7 on the FAA Reading Test	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	21% (*) of the students are proficient at level 7 on the FAA Reading Test.	By June 2013, 37% (*) of students will score at a Level 7 on the FAA Reading Test.					

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

		2B.2. Limited schema with fiction, nonfiction, and informational texts	2B.2. Students will interact with fiction, nonfiction and informational text and will be taught to identify the differences.	2B.2. District Professional Development Team, ESE Specialist, Administration and Teacher	2B.2. Teacher made assessments and portfolios	2B.2. Feedback using Frameworks Brigance assessment FAA	
		2B.3. Students' lack of understanding the use of context clues to comprehend the text	2B.3. Research based strategies to enhance vocabulary and effectively utilize context clues should be explicitly taught to students (e.g.: pictures accompanying print; pictures should be faded for long-term comprehension and retention.	2B.3. District Professional Development Team, ESE Specialist, Administration and Teacher	2B.3. Increased percentage of time students use new vocabulary appropriately	2B.3. Teacher made assessments FAA	

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

<p>3A. FCAT 2.0: Percentage of students making learning gains in reading.</p>	<p>3A.1. Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.</p>	<p>3A.1. Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity.</p>	<p>3A.1. District Professional Development Team, Reading Liaison, Administration, Teacher</p>	<p>3A.1. Administration observation of effective implementation with feedback. and teacher lesson design reflecting. Common Core understanding.</p>	<p>3A.1. SLC Framework Administrative Classroom Walkthroughs Benchmark Assessments</p>		
<p><u>Reading Goal #3A:</u> By June of 2013, 60% (118) of the students will make learning gains on the 2012-2013 FCAT 2.0 Reading Test.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>55% (108) of the made learning gains on the 2011-2012 FCAT 2.0 Reading Test.</p>	<p>By June of 2013, 60% (118) of the students will make learning gains on the 2012-2013 FCAT 2.0 Reading Test.</p>					

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

		3A.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	3A.2. Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading.	3A.2. District Professional Development Team, Reading Liaison, Administration, Teacher	3A.2. Administration observation of effective implementation with feedback, teacher lesson design reflecting of St. Lucie County Framework, and Administrative/Teacher conferencing.	3A.2. SLC Framework Administrative Classroom Walkthroughs Benchmark Assessments	
		3A.3. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1 – Vocabulary	3A.3. St. Lucie County literacy routines will be followed with fidelity to frame instructional delivery. ESE teachers will present high effect size strategies to core classes during co-teaching schedule.	3A.3. District Professional Development Team, Reading Liaison, Administration, Teachers	3A.3. The Literacy Liaison and teachers will review assessment data weekly and adjust instruction as needed. and the MTSS/RtI team will review data bi-weekly and make recommendations based on needs assessment.	3A.3. Common Weekly teacher generated assessments. AIMS Web Assessments Teacher assessment. Benchmark Assessments Results from the 2013 FCAT 2.0 assessment.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1. Train teachers to effectively implement Access Points.	3B.1. Instructional staff will participate in department LC opportunities	3B.1. District PD Team ESE Specialists Administrative Team	3B.1. Data from classroom observations and debriefing sessions	3B.1. Reflection Tools Brigance Assessment FAA		

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

<u>Reading Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June of 2013, 52% (*) of the students will make learning gains on the 2012-2013 FAA Reading Test							
	44% (*) of the students made learning gains on the FAA Reading Test.	By June of 2013, 52% (*) of the will make learning gains on the 2012-2013 FAA Reading Test					
		3B.2. Limited teacher training on rubric interpretation and effective instructional strategies to achieve levels of proficiency.	3B.2. Instructional staff will participate in department LC opportunities to gain a higher level of understanding of the rubrics and how to interpret the data to drive instruction.	3B.2. District PD Team ESE Specialists Administrative Team	3B.2. Monthly collaborative meetings to review student data to design effective instructional strategies to support student deficits.	3B.2. Teacher generated assessments and data collection tools FAA	

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

		3B.3. Students' lack of understanding the use of context clues to comprehend the text	3B.3. Vocabulary should be introduced to students with pictures and print. Pictures should be faded for long-term comprehension and retention. Direct instruction of context clues.	3B.3. District Professional Development Team, ESE Specialist, Administration and Teacher	3B.3. Increased percentage of time students use new vocabulary appropriately	3B.3. Teacher generated assessments Brigance Assessment FAA	
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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		
<p>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</p>	<p>4A.1. Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.</p>	<p>4A.1. Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading, Text Complexity and Document-based Question strategies.</p>	<p>4A.1. District Professional Development Team, Reading Liaison, Administration and Teacher</p>	<p>4A.1. 1. Administration observation of effective implementation with feedback. 2. Teacher lesson design reflecting Common Core understanding.</p>	<p>4A.1. SLC Framework and Administrative Classroom Walkthroughs Benchmark Assessments</p>		
<p><u>Reading Goal #4A:</u> By June 2013 70% (157) of students in the lowest 25% will make learning gains on FCAT 2.0 Reading.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

	65% (135) of students in the lowest 25% made learning gains on 2011-2012 FCAT 2.0 Reading Assessment.	By June 2013 70% (157) of students in the lowest 25% will make learning gains on the 2012-2013 FCAT 2.0 Reading Assessment.					
		4A.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	4A.2. Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading.	4A.2. District Professional Development Team, Reading Liaison and Administration	4A.2. 1. Administration observation of effective implementation with feedback. 2. Teacher lesson design reflecting of St. Lucie County Framework. 3. Administrative/Teacher conferencing	4A.2. SLC Framework and Administrative Classroom Walkthroughs Benchmark Assessments	

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

		4A.3. The students come to school with limited background knowledge.	4A.3. Teachers will utilize read alouds to support the development of background knowledge deficits.	4A.3. District Professional Development Team, Reading Liaison, Administration and Teacher	4A.3. 1. Administration observation of effective implementation with feedback. 2. Teacher observation through of cooperative group discussions.	4A.3. Common Weekly teacher generated assessments, AIMS Web Assessments, teacher assessment, Benchmark Assessments and results from the 2013 FCAT 2.0 assessment	
		4A.4 Teachers require time to review data to make decisions on instruction	4A.4 During designated department time, teachers will review common data with a thoughtful purpose. (focus on progress monitoring data, Level 1 students with fluency)	4A.4 District Professional Development Reading Liason Teachers	4A.4 During each horizontal team meeting, teachers will complete a planning form to communicate team needs.	4A.4 Aimsweb Townsend Reading Read 180 Benchmark Assessments Common Mini assessments	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
<u>Reading Goal #4B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Not Required							
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	

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

		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	
Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011 62% of students were not proficient on the 2010-2011 FCAT Reading Assessment	By June 2012, 44% of students will be proficient in Reading decreasing from the previous year by 5%	By June 2013 53% of students will be proficient in Reading decreasing from the previous year by 5%.	By June 2014 58% of students will be proficient in Reading increasing from the previous year by 5%.	By June 2015 63% of students will be proficient in Reading increasing from the previous year by 5%.	By June 2016 67% of students will be proficient in Reading increasing from the previous year by 4%.	By June 2017 72% of students will be proficient in Reading increasing from the previous year by 5%.
<u>Reading Goal #5A:</u> By June 2013 53% of students will be proficient in Reading increasing from the previous year by 5%.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p>	<p>5B.1. Students are not motivated to complete complex tasks.</p>	<p>5B.1. Intensive reading teachers will learn strategies created by the National Education Association (NEA) to close the achievement gap. The C.A.R.E (culture, abilities, resilience, effort) Program details explicit strategies to support high need students</p>	<p>5B.1. Administration Reading Liaison</p>	<p>5B.1. 1. Administration observation of effective implementation with feedback. 2. Teacher lesson design reflecting on strategies to share with core team</p>	<p>5B.1. Classroom Walkthroughs Benchmark Assessments</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Reading Goal #5B:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
<p>By June 2013, 53% (320) of white students, 33% (152) of Hispanic students, and 32% (187) of black students will be proficient on the 2012-13 FCAT 2.0 Reading Test.</p> <p>To date, TCHS does not have enough students in the Asian and American Indian category.</p>							
	White: 48% (294) Black: 28% (127) Hispanic: 27% (163) Asian: American Indian:	White: 53% (320) Black: 33% (152) Hispanic: 32% (187) Asian: American Indian:					

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

		5B.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	5B.2. Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading.	5B.2. District Professional, Development Team, Reading Liaison and Administration	5B.2. 1. Administration observation of effective implementation with feedback. 2. Teacher lesson design reflecting of St. Lucie County Framework. 3. Administrative/Teacher conferencing	5B.2. SLC Framework and Administrative Classroom Walkthroughs Benchmark Assessments	
		5B.3. The students come to school with limited background knowledge.	5B.3. Teachers will utilize read alouds to support the development of background knowledge deficits.	5B.3. District Professional Development Team, Reading Liaison, Administration and Teacher	5B.3. 1. Administration observation of effective implementation with feedback. 2. Teacher observation through of cooperative group discussions.	5B.3. Common Weekly teacher generated assessments, AIMS Web Assessments, teacher assessment, Benchmark Assessments and results from the 2013 FCAT 2.0 assessment	

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

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. Students' level of English proficiency.	5C.1. Students will utilize Rosetta Stone and direct instruction lessons to increase English language proficiency.	5C.1. Teacher teaching ESOL English and ESOL Guidance.	5C.1. Teacher will work with students during their English class to monitor language acquisition.	5C.1. Rosetta Stone CELLA LEP		
<u>Reading Goal #5C:</u> To date, TCHS does not have enough students in this category.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.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		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.	5D.1. Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity	5D.1. District Professional Development Team, Reading Liaison, Administration and Teacher	5D.1. 1. Administration observation of effective implementation with feedback. 2. Teacher lesson design reflecting Common Core understanding.	5D.1. SLC Framework and Administrative Classroom Walkthroughs Benchmark Assessments		
<u>Reading Goal #5D:</u> By June 2013, 15% (21) of students with disabilities will be proficient on the 2012-13 FCAT 2.0 Reading Test	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

	9% (*) of students with disabilities were proficient on the 2011-12 FCAT 2.0 Reading Test.	By June 2013, 15% (21) of students with disabilities will be proficient on the 2012-13 FCAT 2.0 Reading Test.					
		5D.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	5D.2. Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading.	5D.2. District Professional Development Team, Reading Liaison and Administration	5D.2. 1. Administration observation of effective implementation with feedback. 2. Teacher lesson design reflecting of St. Lucie County Framework. 3. Administrative/Teacher conferencing	5D.2. SLC Framework and Administrative Classroom Walkthroughs Benchmark Assessments	
		5D.3. The students come to school with limited background knowledge.	5D.3. Teachers will utilize read alouds to support the development of background knowledge deficits.	5D.3. District Professional Development Team, Reading Liaison, Administration and Teacher	5D.3. 1. Administration observation of effective implementation with feedback. 2. Teacher observation through of cooperative group discussions.	5D.3. Common Weekly teacher generated assessments, AIMS Web Assessments, teacher assessment, Benchmark Assessments and results from the 2013 FCAT 2.0 assessment	

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		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Common Core Standards present new learning for instructional staff to gain a full understanding of each standard to be delivered with fidelity.	5E.1. Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity	5E.1. District Professional Development Team, Reading Liaison, Administration and Teacher	5E.1. 1. Administration observation of effective implementation with feedback. 2. Teacher lesson design reflecting Common Core understanding.	5E.1. SLC Framework and Administrative Classroom Walkthroughs Benchmark Assessments		
<u>Reading Goal #5E:</u> By June 2013, 40% (356) of economically disadvantaged students will be proficient on the 2012-13 FCAT 2.0 Reading Test	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

	35% (303) of economically disadvantaged students were proficient on the 201-12 FCAT 2.0 Reading Test.	By June 2013, 40% (356) of economically disadvantaged students will be proficient on the 2012-13 FCAT 2.0 Reading Test.					
		5E.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	5E.2. Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support, self-reading and close reading.	5E.2. District Professional, Development Team, Reading Liaison and Administration	5E.2. 1. Administration observation of effective implementation with feedback. 2. Teacher lesson design reflecting of St. Lucie County Framework. 3. Administrative/Teacher conferencing	5E.2. SLC Framework and Administrative Classroom Walkthroughs Benchmark Assessments	
		5E.3. The students come to school with limited background knowledge.	5E.3. Teachers will utilize read alouds and close reading to support the development of background knowledge deficits.	5E.3. District Professional Development Team, Reading Liaison, Administration and Teacher	5E.3. 1. Administration observation of effective implementation with feedback. 2. Teacher observation through of cooperative group discussions.	5E.3. Common Weekly teacher generated assessments, AIMS Web Assessments, teacher assessment, Benchmark Assessments and results from the 2013 FCAT 2.0 assessment	

Reading Professional Development

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

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

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities <small>Please note that each strategy does not require a professional development or PLC activity.</small>						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SLC Framework For Quality Instruction (Framework)	All Secondary Instructional Staff	Teacher Leader/Admin	School wide	On – going Aug-May	Classroom Observations Lesson Plans	Administration
Common Core	All Secondary Instructional Staff	Teacher Leader/Admin	School wide	On – going Aug-May	Classroom Observations Lesson Plans	Administration
Lesson Study	Grades 9-10 English and Reading	Sandy Southerly and Todd Wright	Grades 9-10 English and Reading Teachers	Two Cycles- Fall and Spring	Lesson Study Data Collection Tools	Administration and District PD Support Personnel
ESE Targeted Vocabulary	ESE Teachers	District Support and administration	ESE Teachers Grades 9-12	Fall and Spring Early Release Days	Classroom observations and Teacher designed lesson plans	Administration
High Effective Strategies (Reciprocal Teaching)	All Secondary Instructional Staff	Administration	All Teachers	October PD Day	Classroom observations and Department Meetings	Administration
C.A.R.E Strategies	All reading teachers	Denise Rodriguez	Intensive Reading Teachers 9-12	Multiple department meeting times	Department meetings	Administration

Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded			
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June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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
Lesson Study	Substitutes	Title II Grant	\$2,400.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Reading Goals

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

Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1.1. ELL students need to learn both English as core content and social/spoken English in order to communicate effectively.	1. Language Experience Approach Utilize a Language Experience Approach were students produce language in response to first-hand, multi-sensorial experiences.	1.1. Administration/Literacy Liaison/Team or Grade Level Leader and Teacher teaching ESOL	1.1. Teachers provide on-going formative assessment in both speaking and listening.	1.1. CELLA	
<u>CELLA Goal #1:</u> Based on the 2012 CELLA data, 53% of ELL students were proficient in Oral Skills. By June 2013, 58% of ELL students will score proficient in Oral Skills as measured by CELLA.	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					

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

	Based on the 2012 CELLA data, 53% of ELL students were proficient in Oral Skills.					
		1.2.	1.2. Modeling Teachers demonstrate to the learner how to do a task, with the expectation that the learner can copy the model. Modeling includes thinking aloud and talking about how to work through a task.	1.2. Administration/Literacy Liaison/Team or Grade Level Leader and Teacher teaching ESOL	1.2. Classroom Observations utilizing the SLC Instructional Format	1.2. CELLA
		1.3.	1.3. Cooperative Learning Group Students work together in small intellectually and culturally mixed groups.	1.3. Administration/Literacy Liaison/Team or Grade Level Leader and Teacher teaching ESOL	1.3. Classroom Observations utilizing the SLC Instructional Format	1.3. CELLA
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in reading.	2.1. ELL students have many unfamiliar words encountered in academic talk and class assignments.	2.1. Activating and/or Building Prior Knowledge.	2.1. Administration/Literacy Liaison/Team or Grade Level Leader and Teacher teaching ESOL	2.1. Formative Assessment Rosetta Stone	2.1. CELLA	

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

<p><u>CELLA Goal #2:</u> Based on the 2012 CELLA data, 17% of ELL students were proficient in Reading. By June 2013, 22% of ELL students will score proficient in Reading as measured by CELLA.</p>	<p><u>2012 Current Percent of Students Proficient in Reading:</u></p>					
	<p>Based on the 2012 CELLA data, 17% of ELL students were proficient in Reading.</p>					
		2.2.	2.2. Reading aloud to students helps them develop and improve literacy skills.	2.2. Administration/Literacy Liaison/Team or Grade Level Leader and Teacher teaching ESOL	2.2. Timed Student Reading	2.2. CELLA
		2.3.	2.3. Vocabulary with context clues.	2.3. Administration/Literacy Liaison/Team or Grade Level Leader and Teacher teaching ESOL	2.3. Formative Assessment	2.3. CELLA
<p>Students write in English at grade level in a manner similar to non-ELL students.</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>	

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

3. Students scoring proficient in writing.	2.1. The next barrier for ELL students is the number of unfamiliar words encountered as an English learner reads a text or listens to teacher or peer academic talk.	2.1. Students will respond in short and extended response form to text	2.1. Teacher teaching ESOL	2.1. Journals	2.1. CELLA Class Assessments	
CELLA Goal #3: Based on the 2012 CELLA data, 27% of ELL students were proficient in Writing. By June 2013, 32% of ELL students will score proficient in Writing as measured by CELLA.	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	Based on the 2012 CELLA data, 27% of ELL students were proficient in Writing.					
		2.2.	2.2. Graphic Organizers	2.2. Administration/Literacy Liaison/Team or Grade Level Leader	2.2. Student Work	2.2. CELLA
		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			
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June 2012
Rule 6A-1.099811
Revised April 29, 2011

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

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
CELLA Training	District PD Department	N/A	0
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Total:			

Florida Alternate Assessment High School Mathematics Goals

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

High School	Mathemat	Problem-Solving						
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June 2012
 Rule 6A-1.099811
 Revised April 29, 2011

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

	Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1.1. Train teachers to effectively implement Access Points.	1.1. Instructional staff will participate in department PLC opportunities.	1.1. District PD Team ESE Specialists Administrative Team	1.1. Data from classroom observations and debriefing sessions	1.1. Reflection Tools Brigance Assessment FAA		
Mathematics Goal #1: By June 2013, 52% (*) of students in grades 9-10 will score at a Level 4,5,6 on the FAA Math test	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

	47% (*) of the students in grades 9-10 are proficient at level 4,5,6 on the FAA Math Test.	By June 2013, 52% (*) of students in grades 9-10 will score at a Level 7 on the FAA Math Test.					
		1.2. Students limited in basic math skills based on their cognitive impairment or other identified disability	1.2. Using research based strategies, instructional staff will provide direct instruction in basic math strategies affording multiple opportunities for teaching to mastery of skills and repetition to maintain skills.	1.2. Teacher Administration ESE Specialist	1.2. Teacher lessons that reflect access points using basic math skills.	1.2. Brigance Assessments Teacher created assessments	
		1.3. Students are deficient in multi-step problem solving skills to solve high level math problems.	1.3. The students will engage in lessons requiring repetition for long term learning math concepts such as fact fluency, tools for measurement, multi-step problem solving strategies. Use math manipulatives and tools to solve problems.	1.3. Teacher Administrator ESE Specialist	1.3. Teacher lessons that reflect access points using multi step problem solving strategies	1.3. FAA Brigance Assessment, Data Collection Observation.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p>2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</p>	<p>2.1. Train teachers to effectively implement Access Points.</p>	<p>2.1. Instructional staff will participate in department PLC opportunities.</p>	<p>2.1. District PD Team ESE Specialists Administrative Team</p>	<p>2.1. Data from classroom observations and debriefing sessions</p>	<p>2.1. Reflection Tools Brigance Assessments FAA</p>		
<p><u>Mathematics Goal #2:</u> By June 2013, 21% (*) of students in grades 9-10 will score at a Level 7 on the FAA Math Test</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>13% (*) of the students in grades 9-10 are proficient at level 7 on the FAA Math Test.</p>	<p>By June 2013, 21% (*) of students in grades 9-10 will score at a Level 7 on the FAA Math Test.</p>					

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

		2.2. Increase proficiency of student skills in algebraic thinking and Geometry and Spatial Sense	2.2. Increase instructional time for math and applications of math concepts by embedding math across the curriculum content areas	2.2. Teacher Administration ESE Specialist	2.2. Teacher lessons that reflect the access points in math applications	2.2. Teacher observation, teacher made assessments, pre-post tests FAA	
		2.3. Teacher strategies to teach higher level math skills in a functional application	2.3. Instructional staff members will be provided professional development opportunities, learning communities ,peer support to develop math strategies	2.3. Administration District Professional Development Team ESE Specialist	2.3. Administration observation of effective implementation with feedback. Teacher lesson design that reflects the use of various strategies in teaching functional math skills at a higher level	2.3. Administration Classroom Walkthrough Reflection tool	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p>3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</p>	<p>3.1. Train teachers to effectively implement Access Points.</p>	<p>3.1. Instructional staff will participate in department PLC opportunities</p>	<p>3.1. District PD Team ESE Specialists Administrative Team</p>	<p>3.1. Data from classroom observations and debriefing sessions</p>	<p>3.1. Reflection Tools Brigance Assessment FAA</p>		
<p>Mathematics Goal #3: By June of 2013, 68% (*) of the students in grades 9-10 will make learning gains on the 2012-2013 FAA Math Test.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>60% (*) of the students in grades 9-10 made learning gains on the FAA Math Test.</p>	<p>68% (*) of the students in grades 9-10 made learning gains on the FAA Math Test.</p>					

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

		<p>3.2. Due to the nature and severity of a student's disability, students are challenged with processing and application of math concepts</p>	<p>3.2. Students must have continuous repetition/ practice when learning math concepts</p>	<p>3.2. District PD Team Teachers Administration ESE Specialist</p>	<p>3.2. Students will participate in a daily practice with digestible bites delivered of each concept and provided practice to demonstrate understanding.</p>	<p>3.2. Teacher generated assessments calibrated to levels of access points showing demonstration of proficiency FAA Brigance Assessment</p>	
		<p>3.3. Due to the nature and severity of a student's disability, students are challenged to effectively communicate their thought processes through written/oral language</p>	<p>3.3. The students will be provided with visual choices to support mathematical thinking to solve problems.</p>	<p>3.3. Teacher Administration ESE Specialist</p>	<p>3.3. Students will provide a variety of visuals to support their thinking through problem solving equations.</p>	<p>3.3. Teacher generated assessments Teacher observation FAA</p>	

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		
4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.	4.1.	4.1.	4.1.	4.1.	4.1.		
Mathematics Goal #4: Not Required	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3.	4.3.	4.3.	4.3.	4.3.	

Algebra 1 End-of-Course (EOC) Goals

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

Algebra 1 EOC Goals	Problem-Solving Process to Increase Student Achievement						

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.	1.1. Teachers' limited background knowledge with Math routines.	1.1. Instructional staff will be provided professional development on Math routines (full staff, grade levels, teams, etc.)	1.1. District professional development team, Math Department Chair, Administration and teacher	1.1. Administration observation of effective implementation with feedback and teacher lesson design.	1.1. St. Lucie County framework and Administrative classroom walkthroughs Benchmark Assessments		
<u>Algebra 1 Goal #1:</u> By June 2013, 44% (203) of students enrolled in Algebra I will score at level 3 or higher on the Algebra I End of Course Exam.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

	<p>34% (117) of the students enrolled in Algebra I were proficient at level 3 or above on the Algebra I EOC.</p>	<p>By June 2013, 44% (203) of students enrolled in Algebra I will score at level 3 or higher on the Algebra I End of Course Exam.</p>					
		<p>1.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.</p>	<p>1.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.</p>	<p>1.2. District professional development team, math coaches, Administration and teacher</p>	<p>1.2. Administration observation of effective implementation with feedback, teacher lesson design reflecting application of St. Lucie County framework and Administrative/teacher conferencing</p>	<p>1.2. St. Lucie County framework And Administrative classroom walkthroughs Benchmark Assessments</p>	

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

		1.3. According to the results of the 2012 Algebra EOC assessments, the area of greatest difficulty for students was Reporting Category 3- Rationals, Radicals, Quadratics, and Discrete Math.	1.3. Provide additional practice in solving and graphing quadratic equations that involve real world applications.	1.3. Administrators Math Department Chair Teachers	1.3. Individual and collaborative review of student work	1.3. Weekly assessments and St. Lucie County Benchmarks; Results from the 2013 Algebra I assessment and teacher assessment.	
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 Algebra 1.	2.1. Time constraints for analyzing data.	2.1. Provide adequate time during team and department meetings to review and analyze appropriate data to drive instruction.	2.1. Teachers and Department Chair	2.1. Individual and collaborative review of student assessments. Each team is responsible for completing team planning form	2.1. Benchmark Assessments Common Mini-Assessments		

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

<u>Algebra Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June 2013, 10% (46) of students enrolled in Algebra I will achieve Levels 4 or 5 on the 2012-13 Algebra I EOC assessment.							
	2% (*) of the students enrolled in Algebra I are proficient at Level 4 or 5 on the 2011-12 Algebra I EOC assessment.	By June 2013, 10% (46) of students enrolled in Algebra I will achieve Levels 4 or 5 on the 2012-13 Algebra I EOC assessment.					

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

		<p>2.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.</p>	<p>2.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.</p>	<p>2.2. District professional development team, Math coaches, Administration and teacher</p>	<p>2.2. Administration observation of effective implementation with feedback, teacher lesson design reflecting application of St. Lucie County framework and Administrative/teacher conferencing</p>	<p>2.2. St. Lucie County framework and Administrative classroom walkthroughs</p>	
		<p>2.3. Teachers' limited use of extended thinking practices.</p>	<p>2.3. Pearson enrichment materials will be utilized for differentiated instruction. St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery. Select rigorous, real-world problems, aligned to the content the students are learning</p>	<p>2.3. Teachers, Department Chair and Administration</p>	<p>2.3. Data from classroom observations, lesson plan review.</p>	<p>2.3. Common mini-assessments and St. Lucie County Benchmarks; Results from the 2013 Algebra I assessment and teacher assessment.</p>	

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011 No Data Available	Baseline data 2011-2012 By June 2012, 34% of students were proficient in Algebra 1.	By June 2013, 43% of students will be proficient in Algebra 1 increasing from the previous year by 9%.	By June 2014 48% of students will be proficient in Algebra 1 increasing from the previous year by 5%.	By June 2015 54% of students will be proficient in Algebra 1 increasing from the previous year by 6%.	By June 2016 60% of students will be proficient in Algebra 1 increasing from the previous year by 6%.	By June 2017 66% of students will be proficient in Algebra 1 increasing from the previous year by 6%.
<u>Algebra 1 Goal #3A:</u> By June 2013, 40% of students will be proficient in Algebra 1 increasing from the previous year by 6%.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.</p>	<p>3B.1. White: The area of greatest difficulty for students based on the Reporting Category data for Algebra I EOC is Reporting Category 1- Functions, Linear Equations and Inequalities.</p> <p>Black: The area of greatest difficulty for students based on the Reporting Category data for Algebra I EOC is Reporting Category 1- Functions, Linear</p>	<p>3B.1. Provide all students with more practice in solving real world problems to explore and apply the use of system of equations.</p> <p>St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery.</p>	<p>3B.1. Teachers, Department Chair and Administration</p>	<p>3B.1. Individual and collaborative review of student reflective logs</p>	<p>3B.1. Common mini-assessments and St. Lucie County Benchmarks; Results from the 2013 Algebra I assessment and teacher assessment.</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

	Equations and Inequalities. Hispanic: The area of greatest difficulty for students based on the Reporting Category data for Algebra I EOC is Reporting Category 1- Functions, Linear Equations and Inequalities.						
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Algebra 1 Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
By June 2013, 49% of white students, 36% of Hispanic students, and 41% of black students will be proficient on the 2012-13 Algebra I EOC assessment.							
	White: 39% (135) Black: 31% (108) Hispanic: 26% (90) Asian: 2% (7) American Indian:	By June 2013, 49% of white students, 36% of Hispanic students, and 41% of black students will be proficient on the 2012-13 Algebra I EOC assessment.					

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

		3B.2. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	3B.2. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	3B.2. District professional development team, Administration and teacher	3B.2. Administration observation of effective implementation with feedback and teacher lesson design reflecting Common Core understanding.	3B.2. St. Lucie County framework and Administrative classroom walkthroughs	
		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

<p>3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.</p>	<p>3C.1. Students' level of English proficiency.</p>	<p>3C.1. All math teachers will identify ESOL students and have strategies that specifically apply to each student as determined by the LEP. Teachers will communicate with the ESOL Paraprofessional for additional support.</p>	<p>3C.1. Teacher and ESOL Paraprofessional</p>	<p>3C.1. LEP meetings and lesson plans</p>	<p>3C.1. St. Lucie County framework and Administrative classroom walkthroughs</p>		
<p><u>Algebra 1 Goal #3C:</u> By June 2013, 30% of ELL students will make satisfactory progress on the 2012-13 Algebra I EOC assessment.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

	6% (*) of ELL students made satisfactory progress on the 2011-12 Algebra I EOC assessment.	By June 2013, 30% of ELL students will make satisfactory progress on the 2012-13 Algebra I EOC assessment.					
		3C.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	3C.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	3C.2. District professional development team, Math coaches, Administration and teacher	3C.2. Administration observation of effective implementation with feedback, teacher lesson design reflecting application of St. Lucie County framework and Administrative/teacher conferencing	3C.2. St. Lucie County framework and Administrative classroom walkthroughs	

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

		3C.3. Students come with limited academic language.	3C.3. Instructional staff will engage students in daily vocabulary activities.	3C.3. Teachers and ESOL Paraprofessional	3C.3. Teacher will monitor students' use of vocabulary.	3C.3. Common mini-assessments and St. Lucie County Benchmarks; Results from the 2013 Algebra I EOC assessment and teacher created assessment.	
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

<p>3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.</p>	<p>3D.1. ESE co-teachers require more support in the Algebra standards and use of additional support material.</p>	<p>3D.1. ESE math co-teachers will attend horizontal math meetings to review standards and data. ESE teachers will attend district math training. In addition, an ESE math certified teacher (9-12) will be needed for resource classes.</p>	<p>3D.1. Administration and teacher</p>	<p>3D.1. Administration observation of effective implementation with feedback. Team notes from collaborative meeting</p>	<p>3D.1. St. Lucie County framework Administrative classroom walkthroughs</p>		
<p><u>Algebra 1 Goal #3D:</u> By June 2013, 5% of SWD students will make satisfactory progress on the 2012-13 Algebra I EOC Assessment.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

	0% (0) of SWD students made satisfactory progress on the 2011-12 Algebra IEOC Assessment.	By June 2013, 5% of SWD students will make satisfactory progress on the 2012-13 Algebra I EOC Assessment.					
		3D.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	3D.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	3D.2. District professional development team, Math coaches, Administration and teacher	3D.2. Administration observation of effective implementation with feedback, teacher lesson design reflecting application of St. Lucie County framework and Administrative/teacher conferencing	3D.2. St. Lucie County framework and Administrative classroom walkthroughs	

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

		3D.3. Students have difficulty processing multi-step problems.	3D.3. Provide students with step-by-step support for problem-solving.	3D.3. Teachers and Department Heads	3D.3. Observation of student independently applying step-by-step problem solving	3D.3. Common mini-assessments and St. Lucie County Benchmarks; Results from the 2013 Algebra I EOC assessment and teacher assessment.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.	3E.1. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	3E.1. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	3E.1. District professional development team, Administration and teacher	3E.1. Administration observation of effective implementation with feedback, teacher lesson design reflecting application of St. Lucie County framework and Administrative/teacher conferencing	3E.1. St. Lucie County framework and Administrative classroom walkthroughs Benchmark Assessments		

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

Algebra 1 Goal #3E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
By June 2013, 12% of economically disadvantaged students will make satisfactory progress on the 2012-13 Algebra EOC assessment.							
	7% (15) of economically disadvantaged students made satisfactory progress on the 2012-13 Algebra I EOC Assessment.	By June 2013, 12% of economically disadvantaged students will make satisfactory progress on the 2012-13 Algebra EOC assessment.					
		3E.2. Students lack the schema necessary to solve real-world problems.	3E.2. Supporting students' background knowledge and situations that require the mathematics through real world videos and EDU2000.	3E.2. Teachers and Instructional Coaches	3E.2. Observation of appropriate use of vocabulary in student written and oral language.	3E.2. Common mini-assessments and St. Lucie County Benchmarks; Results from the 2013 Algebra EOC assessment and teacher assessment.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

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

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						
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. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	1.1. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice (full staff, grade levels, teams, etc.)	1.1. District professional development team, Instructional coaches, Administration and teacher	1.1. Administration observation of effective implementation with feedback and teacher lesson design reflecting Common Core understanding.	1.1. St. Lucie County framework and Administrative classroom walkthroughs		

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

Geometry Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
By June 2013, 63% (311) of students enrolled in Geometry will score at level 3 or higher on the Geometry End of Course Exam.							
	The results of the 2012 Geometry EOC assessment indicate that 58% (329) student scored in the upper third (Levels 3-5).	By June 2013, 63% (311) of students enrolled in Geometry will score at level 3 or higher on the End of Course Exam.					

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

		1.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	1.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	1.2. District professional development team, Math coaches, Administration and teacher	1.2. Administration observation of effective implementation with feedback and teacher lesson design reflecting application of St. Lucie County framework and Administrative/teacher conferencing	1.2. St. Lucie County framework and Administrative classroom walkthroughs	
		1.3. According to the 2012 Geometry EOC Reporting categories, students struggled with three-dimensional geometry.	1.3. Develop guidelines for students to use descriptive language to communication learned concepts and identify misconceptions. Provide students with models, both digital and tangible to enable students to see the effects of changing dimensions.	1.3. Department Chairs and teachers	1.3. Individual and collaborative review of student work	1.3. Common mini-assessments and St. Lucie County Benchmarks; Results from the 2013 Geometry assessment and teacher assessment.	

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

		1.4. Limited access to scientific calculators	1.4. Teachers will model the use of scientific calculators	1.4. Department Chair and Teacher	1.4. Teacher created assessments and lesson plans	1.4. Common mini-assessments and Benchmark assessments	
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. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.	2.1. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)	2.1. District professional development team, Instructional coaches, Administration and teacher	2.1. Administration observation of effective implementation with feedback and teacher lesson design reflecting Common Core understanding.	2.1. St. Lucie County framework and Administrative classroom walkthroughs		

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

Geometry Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
By June 2013, 16% (79) of students enrolled in Geometry will achieve Levels 4 or 5 on the 2012-13 Geometry EOC assessment.							
	11% (62) of the students enrolled in Geometry are proficient at Level 4 or 5 on the 2011-12 Geometry EOC assessment.	By June 2013, 16% (79) of students enrolled in Geometry will achieve Levels 4 or 5 on the 2012-13 Geometry EOC assessment.					

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

		<p>2.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.</p>	<p>2.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.</p>	<p>2.2. District professional development team, Math coaches, Administration and teacher</p>	<p>2.2. Administration observation of effective implementation with feedback, teacher lesson design reflecting application of St. Lucie County framework and Administrative/teacher conferencing</p>	<p>2.2. St. Lucie County framework and Administrative classroom walkthroughs</p>	
		<p>2.3. Teacher use of extended thinking practices.</p>	<p>2.3. Pearson enrichment materials will be utilized for differentiated instruction. St. Lucie County Mathematics routine will be implemented with fidelity to frame instructional delivery. Select rigorous, real-world problems, aligned to the content the students are learning</p>	<p>2.3. Teachers, Department Chairs and Administration</p>	<p>2.3. Data from classroom observations, lesson plan review.</p>	<p>2.3. Common mini-assessments and St. Lucie County Benchmark; Results from the 2013 Geometry assessment and teacher assessment.</p>	

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

		2.4. Alignment between Pre- AICE Math Course and Geometry EOC	2.4. Teacher will align standards from University of Cambridge Syllabus to Geometry Test Specifications and Standards	2.4. Teachers and AICE Coordinator	2.4. Data from classroom walkthroughs and lesson plans	2.4. Common mini- assessments and St. Lucie County Benchmark; Results from the 2013 Geometry assessment and teacher assessment.	
Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2011- 2012						

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

<p><u>Geometry Goal #3A:</u></p> <p><i>Enter narrative for the goal in this box.</i></p> <p>Not Required</p>							
<p>Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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

<p>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</p>	<p>3B.1. The reporting category students struggled the most within on the Geometry EOC assessment was Reporting Category 1- Two Dimensional Figures.</p>	<p>3B.1. Provide students with practice using methods of direct and indirect proof to determine whether a proof is logically valid. Provide teachers with support in assisting a student in exploring geometric properties to justify measures and characteristics of polygons. St. Lucie County Mathematics routine</p>	<p>3B.1. Teachers, Instructional Coaches, Department Heads and Administration</p>	<p>3B.1. Individual and collaborative review of student reflective logs</p>	<p>3B.1. Weekly assessments and St. Lucie County Benchmarks; Results from the 2013 Geometry assessment and teacher assessment identifying learning scales achievement of targeted goal-level 3.</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>will be implemented with fidelity to frame instructional delivery.</p> <p>Select rigorous, real-world problems, aligned to the content the students are learning</p>					
<p><u>Geometry Goal #3B:</u></p> <p>By June 2013, 65% of white students, 55% of Hispanic students, and 45% of black students will be proficient on the 2012-13 Geometry EOC assessment.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

	<p>White: 58% (128) Black: 40% (64) Hispanic: 51% (85) Asian: 2% (1) American Indian:</p>	<p>White: 65% Black: 45% Hispanic: 55% Asian: 5% American Indian:</p>					
		<p>3B.2. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.</p>	<p>3B.2. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)</p>	<p>3B.2. District professional development team, Administration and teacher</p>	<p>3B.2. Administration observation of effective implementation with feedback and teacher lesson design reflecting Common Core understanding.</p>	<p>3B.2. St. Lucie County framework and Administrative classroom walkthroughs</p>	

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

		3B.3. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	3B.3. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	3B.3. District professional development team, Administration and teacher	3B.3. Administration observation of effective implementation with feedback, teacher lesson design reflecting application of St. Lucie County framework and Administrative/teacher conferencing	3B.3. St. Lucie County framework and Administrative classroom walkthroughs	
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

<p>3C. English Language Learners (ELL) not making satisfactory progress in Geometry.</p>	<p>3C.1. Limited use of students using manipulatives.</p>	<p>3C.1. Teachers will provide students with limited English proficiency with manipulatives to solve problems. In addition, teachers will provide students with access to additional support material.</p>	<p>3C.1. Teacher and ESOL Paraprofessional</p>	<p>3C.1. Classroom walkthroughs and lesson plans</p>	<p>3C.1. Common mini-Assessments Benchmark Assessments</p>		
<p>Geometry Goal #3C: By June 2013, 39% of ELL students will make satisfactory progress on the 2012-13 Geometry EOC assessment.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

	34% of ELL students made satisfactory progress on the 2011-12 Geometry EOC assessment.	By June 2013, 39% of ELL students will make satisfactory progress on the 2012-13 Geometry EOC assessment.					
		3C.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	3C.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support.	3C.2. District professional development team, Math coaches, Administration and teacher	3C.2. Administration observation of effective implementation with feedback, teacher lesson design reflecting application of St. Lucie County framework and Administrative/ teacher conferencing	3C.2. St. Lucie County framework and Administrative classroom walkthroughs	

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

		3C.3. Students come with limited academic language.	3C.3. Instructional staff will engage students in daily vocabulary activities.	3C.3. Teachers and Instructional coaches	3C.3. Academic vocabulary used by students in written and oral responses.	3C.3. Weekly assessments and St. Lucie County Benchmarks; Results from the 2013 Geometry EOC assessment and teacher assessment identifying learning scales achievement of targeted goal-level 3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1. Acquiring certified ESE and math 9-12 teacher for resource classes	3D.1. Multiple advertise ments and district attendance at recruiting fairs	3D.1. Principal	3D.1. Continuous review of Fast Track and interviews	3.D.1 Fast Track		

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

Geometry Goal #3D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
By June 2013, 27% (25) of SWD students will make satisfactory progress on the 2012-13 Geometry EOC Assessment.							
	22% (*) of SWD students made satisfactory progress on the 2011-12 Geometry EOC Assessment.	By June 2013, 27% (25) of SWD students will make satisfactory progress on the 2012-13 Geometry EOC Assessment.					

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

		3D.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	3D.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support	3D.2. District professional development team, Math coaches, Administration and teacher	3D.2. Administration observation of effective implementation with feedback, teacher lesson design reflecting application of St. Lucie County framework and Administrative/ teacher conferencing	3D.2. St. Lucie County framework and Administrative classroom walkthroughs	
		3D.3. Students have difficulty processing multi-step problems.	3D.3. Provide students with step-by-step support for problem-solving.	3D.3. Teachers, Instructional coaches and Department Heads	3D.3. Observation of student independently applying step-by-step problem solving	3D.3. Weekly assessments and St. Lucie County Benchmarks; Results from the 2013 Geometry EOC assessment and teacher assessment.	
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

<p>3E. Economically Disadvantaged students not making satisfactory progress in Geometry.</p>	<p>3E.1. Common Core standards present new learning for instructional staff to gain a full understanding of each standard.</p>	<p>3E.1. Instructional staff will be provided professional development on Common Core Standards for Mathematical Practice. (full staff, grade levels, teams, etc.)</p>	<p>3E.1. District professional development team, Instructional coaches, Administration and teacher</p>	<p>3E.1. Administration observation of effective implementation with feedback and teacher lesson design reflecting Common Core understanding</p>	<p>3E.1. St. Lucie County framework and Administrative classroom walkthroughs</p>		
<p><u>Geometry Goal #3E:</u> By June 2013, 52% (147) of economically disadvantaged students will make satisfactory progress on the 2012-13 Geometry EOC assessment</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>47% (152) of economically disadvantaged students made satisfactory progress on the 2012-13 Geometry EOC Assessment.</p>	<p>By June 2013, 52% (147) of economically disadvantaged students will make satisfactory progress on the 2012-13 Geometry EOC assessment.</p>					

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

		3E.2. A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.	3E.2. Instructional staff members will be provided professional development opportunities: learning communities, webinars, self-study, and peer support	3E.2. District professional development team, Math coaches, Administration and teacher	3E.2. Administration observation of effective implementation with feedback, teacher lesson design reflecting application of St. Lucie County framework and Administrative/teacher conferencing	3E.2. St. Lucie County framework and Administrative classroom walkthroughs	
		3E.3. Students lack the schema necessary to solve real-world problems	3E.3. Supporting students' background knowledge and situations that require the mathematics through real world videos and EDU2000.	3E.3. Teachers and Department Chair	3E.3. Observation of appropriate use of vocabulary in student written and oral language.	3E.3. Common mini-assessments and St. Lucie County Benchmarks; Results from the 2013 Geometry EOC assessment and teacher assessment.	

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning							
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June 2012
 Rule 6A-1.099811
 Revised April 29, 2011

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

Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SLC Framework For Quality Instruction (Framework)	All Secondary Instructional Staff	Teacher Leader/Admin	School wide – SLC meetings	On – going Aug-May	Classroom Observations Lesson Plans	Administration
Common Core	All Secondary Instructional Staff	Teacher Leader/Admin	School wide – SLC meetings and specific training	On – going Aug-May	Classroom Observations Lesson Plans	Administration
Lesson Study	Geometry and Algebra Teachers	Sandy Southerly and Todd Wright	Geometry and Algebra 1	Two Cycles- Fall and Spring	Classroom Observations Lesson Study Data	Administration
Collaborative Math Professional Development	Geometry Algebra	District Office	Teachers from other schools will review best practices and data to improve instruction	TBA at host high schools	Classroom Observations Lesson Plans	Adminstration

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:			

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

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

Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Lesson Study	Substitutes	Title II Grant	\$4,800.00
Horizontal Teaming	Best Practice/Data Analysis	N/A	0
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

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

Florida Alternate Assessment High School Science Goals

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

High School Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1.1. Train teachers to effectively implement Access Points.	1.1. Instructional staff will participate in department PLC opportunities	1.1. District PD Team ESE Specialists Administrative Team	1.1. Data from classroom observations and debriefing sessions	1.1. Brigance Assessment FAA		
Science Goal #1: By June of 2013, 50% of students in grade 11 will score at a Level 4,5,6 on the 2012-2013 FAA Science Assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

	50% (*) of students achieved a Level 4, 5 or 6 in science on the 2011/2012 FAA assessment	50% of students will achieve a Level 4, 5 or 6 in science on the 2012/2013 FAA assessment.					
		1.2. Opportunities for students to learn the language of science	1.2. Teachers will use a variety of data to plan science instruction and use teaching strategies that will enhance the instruction	1.2. Teacher Administration ESE Specialist	1.2. Review FAA data and review data on teacher made tests	1.2. FAA Teacher made assessments	
		1.3. Poor foundational skills in Reading and math affect the success of students in the science curriculum.	1.3. Analyze Reading data to provide appropriate leveled science text and materials for struggling students.	1.3. Teacher Administration ESE Specialist	1.3. Review and monitoring of classroom assessments, teacher made tests, class work and FAA scores.	1.3. Curriculum based assessments, review of lesson plans, classroom observations	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p>2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</p>	<p>2.1. Train teachers to effectively implement Access Points.</p>	<p>2.1. Instructional staff will participate in department PLC opportunities</p>	<p>2.1. District PD Team ESE Specialists Administrative Team</p>	<p>2.1. Data from classroom observations and debriefing sessions</p>	<p>2.1. Brigance Assessment FAA</p>		
<p><u>Science Goal #2:</u> By June of 2013, 20% of students in grade 11 will score at a Level 7 on the 2012-2013 FAA Science Assessment.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>0% (0) of students achieved a Level 7 in science on the 2011/2012 FAA assessment</p>	<p>20% of students will achieve a Level 7 in science on the 2012/2013 FAA assessment</p>					
		<p>2.2. Teachers need a better understanding of science language and components to differentiate instruction.</p>	<p>2.2. Develop Professional Learning Communities (PLC) of high school science teachers in order to research, collaborate, design, and implement instructional strategies to increase rigor through inquiry-based learning</p>	<p>2.2. Teachers ESE Specialist Administrative Team Science Teachers</p>	<p>2.2. Administrative Observation with feedback Teacher lesson design using access points Debriefing sessions</p>	<p>2.2. Brigance Assessment FAA</p>	

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

		2.3. Student's ability to sequence appropriately to perform an experiment	2.3. Using sentence strips the student will learn to sequence activities from beginning to end	2.3. Teachers Administration ESE Specialist	2.3. Teacher lesson plans	2.3. Teacher observations Pre/post test data FAA	
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Biology 1 End-of-Course (EOC) Goals

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

Biology 1 EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p>1. Students scoring at Achievement Level 3 in Biology 1.</p>	<p>1.1. Student motivation and seeing course content as relevant</p>	<p>1.1. All strategies will include appropriate and intentional CCSS reading and writing literacy standards for Science. Provide opportunities for students to write to inform. Provide students with opportunities to discuss integrate and evaluate science concepts and information using primary sources.</p>	<p>1.1. Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework</p>	<p>1.1. School and district assessments will be administered to monitor student progress and adjust the instructional focus</p>	<p>1.1. Florida End of Course Biology exam data. SLC Framework. Student Biology lab manuals using the 5 E's through a 5-step process and student writing samples.</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		Provide opportunities for students to strengthen their abilities to read and interpret graph, charts, maps, timelines, scientific research and other graphic representations.					
<u>Biology 1 Goal #1:</u> By the end of the year, (390) students will score an average 49 T-score or higher on the Florida End of Course Biology exam.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

	<p>The current district mean T-score for biology students is 47. Our school's biology student mean t-score is 48.</p>	<p>The district mean T-score for biology students is projected to become 49. Our school's biology student mean t-score is projected to become 49.</p>					
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>1.2. Teachers' effective use of instructional strategies</p>	<p>1.2. Teachers will collaborate on common labs, as aligned to the scope and sequence.</p> <p>Institute regular, on-going common planning sessions for biology teachers to ensure that the biology curriculum is taught with fidelity and is paced so as to address all State and District Benchmarks and curricular requirements.</p> <p>Provide classroom activities which help students develop an understanding of the content-specific vocabulary taught in biology.</p>	<p>1.2. Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.</p>	<p>1.2. Administration observation of effective implementation with feedback</p> <p>Teacher lesson design reflecting application of St. Lucie County framework</p> <p>Administrative/teacher conferencing</p>	<p>1.2. Florida End of Course Biology exam data.</p> <p>SLC Framework.</p> <p>Student Biology lab notebooks using the 5 E's through a 5-step process and student writing samples.</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>1.3. Student background knowledge</p>	<p>1.3. All strategies will include appropriate and intentional CCSS reading and writing literacy standards for Science.</p> <p>DQ2 Elements 6, 8, 12, 15 and 23 for teachers to establish background knowledge.</p> <p>In the long-term, have teachers in grades 6-8, utilize district-recommended lesson plans with assessments aligned to identified biology benchmarks to maximize opportunities for students to master content.</p>	<p>1.3. Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.</p>	<p>1.3. Administration observation of effective implementation with feedback</p> <p>Teacher lesson design reflecting application of St. Lucie County framework</p> <p>Administrative/teacher conferencing</p>	<p>1.3. Florida End of Course Biology exam data.</p> <p>SLC Framework</p>	
<p>Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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

<p>2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.</p>	<p>2.1. Teachers need to align standards from Pre-AICE biology to Biology EOC</p>	<p>2.1. Teachers will review biology scope and sequence and align standards to the syllabus produced by the University of Cambridge</p>	<p>2.1. Teachers AICE Coordinator</p>	<p>2.1. School and district assessments will be administered to monitor student progress and adjust the instructional focus.</p>	<p>2.1. Florida End of Course Biology exam data. Benchmarks.</p>		
<p><u>Biology 1 Goal #2:</u> By the end of the year, students (172) will score above the average 49 T-score on the Florida End of Course Biology exam.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

	Currently, our school had 26% (144) of our students scoring in the top Tier on the Florida End of Course Biology exam.	By the end of the year, 31% (172) students will score above the average 49 T-score on the Florida End of Course Biology exam.					
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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Use of Biology Item Specs and CCSS and specific scales	Grade 9/10	Jason Monroe and Eldrique Gardner	Physical Science and Biology Teachers	August 30	Learning goals/scales	Administration

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

Lesson Study	Grade 10/11	Eldrique Gardner	9-11 Science Teachers	4 hours after school, and one full sub day. October-May	Facilitator will use lesson study protocols.	Administration
Science Fair Project Process	Grade 9/10	Jason Monroe	Grades 9-11	October-May	Follow-up training, student work samples	Administration
Meetings PLC Focus	Grades 9-12	Department Head/Team Leader	School Wide	Starting August 16 On Going	Grade Level Planning Sessions	Administration
PD 360	Grades 9-12	Department Head/Team Leader	School Wide	Starting August 16 On Going	Quarterly Reports from Administration	Administration

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Lesson Study	Biology teachers will participate in a cycle of lesson study	Title II grant	\$2,400.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Science Goals

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Writing Goals

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

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

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

<p>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</p>	<p>1A.1. Students report a lack of grammar instruction in their previous learning, as is also evident by PSAT, SAT and ACT writing scores. The FCAT writing will also include grammar skills in determining writing achievement.</p>	<p>1A.1. All 9-12 English teachers will implement their pre-test in grammar, as well as Mini-Benchmarks assessments in grammar and a post-test in grammar.</p>	<p>1A.1. Administration and department Chair Teachers</p>	<p>1A.1. During English department meetings staff will review once a month progress on Mini-Benchmarks assessments in writing and grammar.</p>	<p>1A.1. Common Assessments in Writing Write Scores Data Mini-Benchmarks Assessments in Writing and Grammar FCAT Writes ACT Writing PSAT Writing SAT Writing</p>		
<p><u>Writing Goal #1A:</u> By June 2013, 90% of the students will score proficient as measured by FCAT 2.0 Writing.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

	In 2012, 86% (513) of students scored 3.0 or higher on the FCAT Writing Assessment.	By June 2013, 90% will score 3.0 or higher on the FCAT 2.0 Writing Assessment.					
		IA.2. 9 th and 10 th Grade Students need to practice determining important details and support elaboration in timed in-class essays.	IA.2. 9 th and 10 th grade English teachers will implement in-class timed essays, receive feedback for each student on their writing, and revise instruction accordingly.	IA.2. Administration and Department Chair Teachers	IA.2. 9 th and 10 th Grade English teachers will meet as a horizontal department group to review their progress with Writes Scores as well as hand scored essays.	IA.2. Common Assessments in Writing Write Scores Data FCAT Writes	
		IA.3. Identification of resources to support the use of writing exemplars in the design of lesson plans	IA.3. Instructors will participate in Lesson Study targeting the use of CCSS Appendix C to design lessons using exemplars.	IA.3. Literacy Liaison	IA.3. Lesson Study observations and debriefing sessions	IA.3. Lesson Study Documentation and Reflection Tools	

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

<p>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</p>	<p>1B.1. Students' appropriate determination of writing structure</p>	<p>1B.1. Incorporate read-alouds into lesson design to support guided writing practice.</p>	<p>1B.1. Administrative Team Literacy Liaison ESE Chair Teacher</p>	<p>1B.1. Classroom observation feedback on elements in DQ1, DQ2, DQ3, and DQ4</p>	<p>1B.1. SLC Framework documentation</p>		
<p>Writing Goal #1B: 60% of students will score proficient as measured by the writing portion of the Florida Alternate Assessment.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>50% students scored at 4.0 or higher on the writing portion of the Florida Alternate Assessment.</p>	<p>60% students scored at 4.0 or higher on the writing portion of the Florida Alternate Assessment.</p>					
		<p>1B.2. Students' ability to sequence appropriately</p>	<p>1B.2. Using sentence strips, students will practice sorting main idea and details into paragraphs.</p>	<p>1B.2. Administrative Team Literacy Liaison ESE Chair Teacher</p>	<p>1B.2. Classroom observation feedback on elements in DQ1, DQ2, DQ3, and DQ4</p>	<p>1B.2. SLC Framework documentation</p>	

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

		<p>IB.3. Students' ability to identify main idea and details within a paragraph.</p>	<p>IB.3. Using sentence strips, students will practice sorting main idea and details into paragraphs.</p>	<p>IB.3. Administrative Team Literacy Liaison ESE Chair Teacher</p>	<p>IB.3. Classroom observation feedback on elements in DQ1, DQ2, DQ3, and DQ4</p>	<p>IB.3. SLC Framework documentation</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Anchor Standards	9 th and 10 th grade	Grade Level CCSS Rep.	Classroom Teachers	August 2013	Classroom Observation and Feedback	Administrative Team

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			

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Strategy	Description of Resources	Funding Source	Amount
Write Score	Teachers will attend a webinar to review student data and supporting lessons provided by Write Score.	General Funds	\$6000.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

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

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

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

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

<p>1. Students scoring at Achievement Level 3 in U.S. History.</p>	<p>1.1. Students have limited abilities in historical causation combined with limited content-specific vocabulary.</p>	<p>1.1. All strategies will include appropriate and intentional CCSS reading and writing literacy standards for History/ Social Studies.</p> <p>DQ2 Elements 6, 8, 12, and 15 for teacher to establish background knowledge.</p> <p>Provide activities which help students develop an understanding of the content-specific vocabulary</p>	<p>1.1. Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.</p>	<p>1.1. School and district assessments will be administered to monitor student progress and adjust the instructional focus.</p>	<p>1.1. US History EOC.</p> <p>District and school assessments.</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		taught in history. Provide activities which help students develop an understanding of historical causation.					
<u>U.S. History Goal #1:</u> By the end of the year, 50% of students will level 3 or equivalent on the US History EOC.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NO DATA AVAILABLE FOR 2012	By the end of the year, 50% of students (<i>n</i>) will score 70% or higher on the US History EOC.					

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

		<p>1.2. Students have limited ability to understand and work with historical documents.</p>	<p>1.2. All strategies will include appropriate and intentional CCSS reading and writing literacy standards for History/Social Studies.</p> <p>DQ3 Elements 15, 17, and 19.</p> <p>DQ4 Elements 21, 22, and 23.</p> <p>DQ9 Elements 39, 40, and 41.</p> <p>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.</p> <p>Provide opportunities that allow students to interpret primary and secondary sources of information such as DBQ Project.</p> <p>Provide opportunities for students to examine</p>	<p>1.2. Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.</p>	<p>1.2. School and district assessments, as well as regular DBQ-based writing assessments will be administered to monitor student progress and adjust the instructional focus.</p>	<p>1.2. US History EOC.</p> <p>District and school assessments.</p> <p>SLC Framework.</p> <p>Student writing samples from DBQ-based activities.</p> <p>Scored rubric from History Fair.</p>	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

			opposing points of view on a variety of issues. Provide opportunities for students to write to inform and to persuade.				
		1.3. Teachers' use of effective instructional strategies.	1.3. 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.	1.3. Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.	1.3. Administration observation of effective implementation with feedback Teacher lesson design reflecting application of St. Lucie County framework Administrative/teacher conferencing	1.3. 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

<p>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</p>	<p>2.1. Students have limited experience with the historical inquiry process and methods.</p>	<p>2.1. All strategies will include appropriate and intentional CCSS reading and writing literacy standards for History/ Social Studies.</p> <p>DQ3 Elements 15, 17, and 19.</p> <p>DQ4 Elements 21, 22, and 23.</p> <p>Provide opportunities for students to research specific events and personalities in history using both print and</p>	<p>2.1. Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.</p>	<p>2.1. School and district assessments will be administered to monitor student progress and adjust the instructional focus.</p>	<p>2.1. US History EOC.</p> <p>District and school assessments.</p> <p>SLC Framework.</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>non-print resources.</p> <p>Provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues in history.</p>					
<p><u>U.S. History Goal #2:</u> By the end of the year, 20% of students (<i>n</i>) will score at or above achievement level 4 and 5 or equivalent on the US History EOC.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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

	NO DATA AVAILABLE FOR 2012	By the end of the year, 20% of students (<i>n</i>) will score at or above achievement level 4 and 5 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 Please note that each Strategy does not require a professional development or PLC activity.						
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
Use of US History Item Specs and CCSS	Grade 11	Dept. Chair	Grade level	August 30	Learning goals/scales	Administration

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

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
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 U.S. History Goals

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

Attendance Goal(s)

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

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

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

<p>1. Attendance</p>	<p>1.1. Getting student participation in programs and interventions.</p>	<p>1.1. School social worker and local agencies will work with individuals identified with a high number of absences. Identify and refer students who may be developing a pattern of non-attendance to MTSS/RTI team for intervention services.</p>	<p>1.1. Administration</p>	<p>1.1. Attendance data will be reviewed at the end of the first quarter to identify at-risk students. Monthly updates to Administration from the MTSS/RTI and to entire faculty at faculty meetings.</p>	<p>1.1. Skyward attendance reports.</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p><u>Attendance Goal #1:</u></p> <p>Our goal for this year is to increase attendance to 93% by minimizing absences due to illnesses and truancy, and to create a climate in our school where parents, students, and faculty feel welcomed and appreciated by June 2013.</p> <p>Our second goal is to decrease the number of students with excessive absences (10 or more) and excessive tardiness (10 or more) by 5% by June 2013.</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	91.89%	93%					
	<p><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></p>					
	623	591					
	<p><u>2012 Current Number of Students with Excessive Tardies (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u></p>					

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

	228	216					
		1.2. Students must be in attendance.	1.2. Behavioral Education Program (BEP) for students identified with frequent absences and tardies with support personnel on campus.	1.2. Guidance Counselors	1.2. RTI meetings will be held approximately six times per year to review school data. PST meetings will be based on individual students to track progress.	1.2. Skyward attendance reports.	
		1.3. Finding appropriate interventions to increase attendance.	1.3. PST will work with student, teachers, family to determine root cause of attendance problems to find resolution.	1.3. Guidance Counselors	1.3. Skyward data will be reviewed to isolate students with excessive absences. PST meetings will be held to determine the cause of absences and find ways to support student to increase attendance.	1.3. Attendance reports and report cards.	

Attendance Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.</p>							
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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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Attendance Team	9-12	Nikki Poole	Representing school-wide teachers/grades.	RtI Core team meetings - 4 times a year	Follow up with planning for next year's SIP Plan. We will monitor 5 th and 10 th day absence notification, and report 15 th day absence notifications to the attendance team who will make personal contact with parent.	Administrative Team
BEP training	Targeted teachers/ administration	Deans	Teachers/Administration will review requirements for progress monitoring.	August – prior to start of school	BEP target sheets	Deans/Administrative Team

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
Subtotal:			
Total:			

End of Attendance Goals

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	<p>1.1. The total number of in-school and out-of-school suspensions increased from 1913 incidents during the 2010-11 school year to 2079 in the 2011-12 school year, a decrease of 166 incidents. There are limited opportunities to recognize students for positive behavior. New Teachers may struggle with classroom management techniques.</p>	<p>1.1. Create incentives through school-based Positive Behavior Supports and/or MTSS/RTI to recognize and reward positive compliance on St. Lucie County Code of Student Conduct. New teachers will be provided training and support in classroom management offered through the NEST program and by the Deans.</p>	<p>1.1. Administrative team and PBS Core team or MTSS/RTI Core team</p>	<p>1.1. Monitor behavior incident report monthly. Teachers will share their experiences in the classroom and receive feedback and ideas for the best practice to assist them in the management of their classroom.</p>	<p>1.1. PBS incentives log of attendance for students who are recognized for complying with SLC Student Code of Conduct along with monthly Skyward discipline data reports. Suspension and Referral Data in Skyward.</p>		

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

<p><u>Suspension Goal #1:</u> Our goal for the 2012-2013 school year is to decrease the total number of suspensions by 10% by June 2013.</p>	<p><u>2012 Total Number of In-School Suspensions</u></p>	<p><u>2013 Expected Number of In-School Suspensions</u></p>					
	1,529	1,376					
	<p><u>2012 Total Number of Students Suspended In-School</u></p>	<p><u>2013 Expected Number of Students Suspended In-School</u></p>					
	605	545					
	<p><u>2012 Total Number of Out-of-School Suspensions</u></p>	<p><u>2013 Expected Number of Out-of-School Suspensions</u></p>					
	550	495					
	<p><u>2012 Total Number of Students Suspended Out-of-School</u></p>	<p><u>2013 Expected Number of Students Suspended Out-of-School</u></p>					
	271	244					

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

		<p>1.2. Suspensions can be the result of inconsistent classroom management techniques that are enacted on the spot</p>	<p>1.2. Deans and/or Guidance Counselor will make contact with parents or students who have been placed on in/out of school suspension. Parents will be provided with training on building an understanding of the SLC Student Code of Conduct.</p> <p>All staff will receive training in Marzano's AST Design Question 6 (establishing rules and procedures) and 7 (recognizing adherence to the rules and procedures in the classroom).</p>	<p>1.2. Administration/ Deans/Counselor</p>	<p>1.2. Monitor parent contact log for evidence of communication with parents of students who have been placed on in/out of school suspension.</p> <p>Trainings will occur through SLC meetings.</p>	<p>1.2. Parent Contact Log, Parent sign in/out log.</p> <p>Suspension date, BIC data.</p>	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Design Question #6 Establishing Rules and Procedures Learning Community	9-12 All	Marzano Trained Teachers and Administration	This will be determined by teacher PGP's, with feedback from teacher evaluation observation feedback forms for Design Question 6.	Twice a Month November-April	Facilitator will maintain learning community logs on teacher progress and group progress towards meeting learning community goals.	Administration
Design Question #7 Recognizing adherence to rules and procedures Learning Community.	9-12 All	Marzano Trained Teachers and Administration	This will be determined by teacher PGP's, with feedback from teacher evaluation observation feedback forms for Design Question 7.	Twice a Month November-April	Facilitator will maintain learning community logs on teacher progress and group progress towards meeting learning community goals.	Administration
NEST Meetings	9-12 New Teachers	Eldrique Gardner / Deans	All new teachers to TCHS.	Once a month.	Immediate supervisors will review data from classroom walkthroughs. Deans may offer additional support by observing in classrooms as well.	Administration

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)			

June 2012

Rule 6A-1.099811

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

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 Suspension Goals

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

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Dropout Prevention	1.1. Students drop out of school due to lack of earned credits toward promotion and graduation.	1.1. Provide opportunities for students to attend credit recovery throughout the school day or extended school day.	1.1. Guidance Counselors	1.1. Monitor student credit recovery completion of credits/courses report monthly.	1.1. Student Academic History and Graduation requirement screens on Skyward.		

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

<p><u>Dropout Prevention</u> <u>Goal #1:</u></p> <p>Our goal for the 2012-2013 school year is to decrease the total number of dropouts by 5% by June 2013.</p> <p>Our second goal for the 2012-2013 school year is to increase the number of graduates by 12% by June 2013.</p>	<p><u>2012 Current Dropout Rate:*</u></p>	<p><u>2013 Expected Dropout Rate:*</u></p>					
	<p><u>2012 Current Graduation Rate:*</u></p>	<p><u>2013 Expected Graduation Rate:*</u></p>					
	<p>77.98% (471)</p>	<p>90% (</p>					
		<p>1.2. Students drop out of school due to a sense of feeling that no one cares about them at school - the lack of a positive adult relationship.</p>	<p>1.2. Provide staff with PD on Building Authentic Relationships With Youth At Risk from the National Dropout Prevention Center Network.</p>	<p>1.2. Administrators</p>	<p>1.2. Monitor entry/ withdrawal data monthly. Review withdrawal interview data.</p>	<p>1.2. Annual Dropout report</p>	

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

		1.3. Students drop out of school due to social/emotional issues	1.3. Alternative schooling provides potential dropouts a variety of options that can lead to graduation, with programs paying special attention to the student's individual social needs and academic requirements for a high school diploma.	1.3. School based administrators and Alternative Education Department	1.3. Monitor entry/ withdrawal data monthly. Review withdrawal interview data.	1.3. Entry/Withdrawal report from zoned schools and alternative schools.	
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Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Building Authentic Relationships with At Risk Youth	K12	Administrators	All Faculty			

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

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
Building Authentic Relationships With Youth At Risk provides all members of a school staff with an approach to connecting with students that has proven successful with all students, especially those hardest to reach. All the tools needed for providing ten sessions of professional development, or combined sessions, are contained on the DVD.	The National Dropout Prevention Center’s Professional Development Series provides a new delivery system for supporting a school or school district’s professional development program. The series offers high-quality, low-cost professional development that can lead to increasing your graduation rate. Each DVD brings to you a workshop presentation with a national expert in the topic (from the Solutions to the Dropout Crisis radio webcast) as well as Web sites, PDF documents, and videos to enhance the learning experience for your staff.	Wal-mart Grant	<i>Building Authentic Relationships With Youth At Risk</i> McGrane, G. Item Number: PD1102 Price: \$50.00 each Includes book and training DVD
<i>Helping Students Graduate: A Strategic Approach To Dropout Prevention</i> Smink, J., & Schargel, F. P. (Eds.)	This book describes the 15 strategies identified by NDPC/N nationwide research. The research evidence is presented by many national experts and contains programmatic ideas for all high-risk students, including students with disabilities. The strategies provide school and community leaders with a framework to develop a comprehensive school improvement and dropout prevention program.	Wal-mart Grant	Item Number: EE0401 Price: \$34.95 each
Subtotal:\$260.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			

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

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

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
<i>Do You Really Want to Drop Out? You Ought To Know the Facts!</i> Reimer, M. S.	This small booklet lays out the facts for young people who might be considering dropping out. <i>Sold only in quantities of 50. (2004)</i>	Wal-mart Grant	Item Number: DP0401 Price: \$35.00 per pkg. of 50
Subtotal:\$35.00			
Total:\$295.00			

End of Dropout Prevention Goal(s)

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

Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.

Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to “Guiding Questions,” identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement	1.1. Some parents report have difficulties finding childcare, while others have untraditional work hours and work in the evenings.	1.1. Communicate to parents that families are welcomed at school events. Offer babysitting services where available with assistance from teaching assisting volunteers.	1.1. Administration and CTE Coordinator	1.1. Attendance	1.1. Attendance		

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

<u>Parent Involvement Goal #1:</u>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
By June 2013, 75% (1820) of parents will have participated in school activities.							
	In 2012, 70% (1750) of parents participated in school activities.	By June 2013, 75% (1820) of parents will have participated in school activities.					
		1.2. Parents report students do not always inform families of events or event details on campus.	1.2. Principal and/or administrative staff will use multiple forms to advertise events in multiple languages. (Connect Ed, Twitter, daily announcements, local newspaper)	1.2. Administration Career Specialist	1.2. Connect Reports Return Twitter communication	1.2. Attendance at school events.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

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

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

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

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

Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p><u>STEM Goal #1:</u></p> <p>Our goal for the 2012-2013 school year is to increase real-world opportunities for students by partnering with science professionals, educational institutions and related businesses and industries by 30%.</p>	<p>1.1. Minimal partnerships which provide STEM opportunities for students.</p>	<p>1.1. Develop and sustain partnerships with local STEM-related agencies and organizations that will enrich and support science education.</p>	<p>1.1. District STEM Coordinator, Administrative Team STEM teacher(s) Career Specialist</p>	<p>1.1. Advisory Boards</p>	<p>1.1. Participation in Advisory Boards Business Partner database</p>
	<p>1.2. Lack of internship and shadowing opportunities for students.</p>	<p>1.2. Seek out entities that provide internships and shadowing opportunities for students to gain real-world experiences.</p>	<p>1.2. District STEM Coordinator, Administrative Team and STEM teacher(s) Career Specialist</p>	<p>1.2. Level of participation in local internships and job-shadowing programs by students</p>	<p>1.2. Student participation logs Advisory Board minutes</p>
	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>

STEM Professional Development

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

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

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

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

STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<u>CTE Goal #1:</u> Increase overall industry certification pass rate to 90%	1.1. Additional training for teachers	1.1. Partner with the CTE office to provide teachers with training	1.1. CTE Coordinator Administration Teachers	1.1. Improved performance on mini assessments	1.1. Results of industry certification exams
	1.2. Training and Resources	1.2. Teachers and administrators will work closely to design lessons and assessments	1.2. Administration Teachers	1.2. Check in with administrators periodically to showcase student progress	1.2. Results of mini assessments and post tests
	1.3. Training and Funding	1.3. Partner with local workforce board and CTE Office	1.3. CTE Coordinator	1.3. Students Career Readiness	1.3. Students career readiness

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional						

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

Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content / Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards	10 - 12	Myrna Belgraves Administrators	CTE Teachers 10 – 12	Bi-weekly Department Meetings as well as through district and school offerings	Immediate supervisor will review lesson plans	Administration
Career and Professional Academies	10 - 12	Myrna Belgraves	CTE Teachers 10 – 12	Bi-weekly Department Meetings	Facilitator will maintain logs	Administration
DQ2: Helping Students interact with New Knowledge	10 - 12	Administrators Myrna Belgraves	CTE Teachers 10 - 12	Bi-weekly Department Meetings as well as through district and school offerings	Immediate supervisor will review lesson plan and walk through data	Administration

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

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

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

End of CTE Goal(s)

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: \$2,400
CELLA Budget	Total:
Mathematics Budget	Total: \$4,800
Science Budget	Total: \$2,400
Writing Budget	Total: \$6,000
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total: \$295.00
Parent Involvement Budget	Total:
STEM Budget	Total:
CTE Budget	Total:
Additional Goals	Total:
	Grand Total: \$15,895.00

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

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

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school's DA Status. (To activate the checkbox: 1. Double click the desired box; 2. When the menu pops up, select *Checked* under "Default value" header; 3. Select *OK*, this will place an "x" in the box.)

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

X Yes No

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

Describe the activities of the SAC for the upcoming school year.
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

The following are the activities that the SAC will be conducting for the 2012-2013 school year:

- Monitor SAC budget
- Review school data
- Assist school to complete climate surveys
- Provide input on a variety of issues

Describe the projected use of SAC funds.	Amount
	0.00