

FLORIDA DEPARTMENT OF EDUCATION



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Leesburg High School	District Name: Lake County
Principal: Bill Miller	Superintendent: Dr. Susan Moxley
SAC Chair: Danny Morris	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.

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Bill Miller	BS/MS General Science 5-9 Middle Grades Endorsement Physical Education 6-12 Physical Education K-8 Reading Endorsement School Principal (All Levels)	4	21	11/12-Pending 10/11-C-LHS 09/10 -C- LHS 08/09- B- UMS 07/08 -A- UMS 06/07- B- UMS 05/06- A- UMS 04/05- A- UMS 03/04- B- UMS 02/03- C- UMS 01/02- C- EHS 00/01- C- EHS 99/00- C- EHS 98/99- C- EHS
Assistant Principal	Cyndi Page	Educational Leadership Mathematics 6-12 Mathematics 5-9	7	0	11/12-Pending- LHS 10/11-C-LHS 09/10- C – LHS
Assistant Principal	Roger Rice	Educational Leadership	15	2.5	11/12-Pending- LHS 10/11-C-LHS 09/10- C – LHS
Assistant Principal	Kinetrai Kelley-Truitt	B.S./M.S./Ed. S. Educational Leadership	2	2	11/12-Pending- LHS 10/11-C-LHS 09/10- C – LHS
Assistant Principal	Anthony Russell	BS Physical Education MS Physical Education MS Health Education Ed.S Education Leadership	0	6	Tavares High School, 07-08, B 08-09, B 09-10, A 10-11, B 11-12, Pending
Assistant Principal	Lora Braucher	Masters Degree in Ed. Leadership from NLU. Bachelor's Degree in Political Science from UCF. Certification in Social Studies 6-12, Educational Leadership and School Principal.	0	8	South Lake High School, Pending 2011-2012 Assistant Principal of South Lake High School 2010-2011: Grade: Reading mastery: 43%, Math mastery: 73%, Science mastery: 36% Writing mastery: 68%, Reading AYP: 40%, Math AYP: 70%, Writing AYP; 92%, Science AYP: 77%, AYP 72%, White, Black, Hispanic, Econ. Disad & SWD did not make AYP in Reading, White, Hispanic and Econ. Disad did not make AYP in math.

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				<p>Assistant Principal of East Ridge MS in 2009-2010: Grade: A, Reading Proficiency: 74%, Math Proficiency: 74%, Science Proficiency: 61%, Writing Proficiency: 93%. AYP: Black, Hispanic, Economically Disadvantaged and Students with Disabilities did not make AYP in reading. Hispanic and Students with Disabilities did not make AYP in Math.</p> <p>Assistant Principal of East Ridge MS in 2008-2009: Grade: A, Reading Proficiency: 72%, Math Proficiency: 66%, Science Proficiency: 47%, Writing Proficiency: 91%. AYP: Black, Economically Disadvantaged and Students with Disabilities did not make AYP in reading. Black, Hispanic, Economically Disadvantaged and Students with Disabilities did not make AYP in Math.</p> <p>Assistant Principal of Gray MS in 2007-2008: Grade: A, Reading Proficiency: 68%, Math Proficiency: 69%, Science Proficiency: 49%, Writing Proficiency: 85%. AYP: 92%, Black and ELL did not make AYP in reading. ELL did not make AYP in math.</p>
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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Literacy	Mary Branum	BS Science Secondary English Education MS Ed Leadership	1	7	LHS 2011-2012 Reading 9 th : 43% level 3 and above Reading 10 th : 38% level 3 and above Writing 10 th : 72% level 3 and above
Math	Amanda Trivers	Math 6-12	2	1	LHS 2011-2012 Algebra 27% of student achieved a level 3 or above. Geometry 50% of students were in the top third as compared to the state, 2012-2013 is the level set year.
Science	Gina Maitland	M.S.Ed in Instructional Technology, Biology 6-12, Middle Grades Science 6-12 (certifiable in Chemistry 6-12)	1	1	LHS 2011-2012 Biology 51% of students were in the top third as compared to the state, 2012-2013 is the level set year.

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Attendance to Florida TeachIn	Bill Miller	Summer 2012
2. SIG incentive pay of \$1500 to come and complete the 2012-2013 school year.	Bill Miller/Cyndi Page	Ongoing

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	N/A

Staff Demographics

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

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

Total number of 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	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
95	5%(5)	28%(27)	56%(53)	12%(11)	39%(34)	64%(61)	19%(18)	4%(4)	14%(13)

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
Eickenhorst, Damon	Anspach, Charles	Both Social Studies teachers, common planning	Weekly mentor/mentee meetings Completion of TOP Delivery of LHS Beginning Teacher Packet Monthly meeting with Principal
Lockett, Catherine	Ashworth, Deb	FSL funded under SIG	Weekly mentor/mentee meetings Completion of TOP

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			Delivery of LHS Beginning Teacher Packet Monthly meeting with Principal
William, Debbie	Barry, Kevin	Language Arts Department	Weekly mentor/mentee meetings Completion of TOP Delivery of LHS Beginning Teacher Packet Monthly meeting with Principal
Rice, Roger	Bartley, Thomas	Administrator over Testing	Weekly mentor/mentee meetings Completion of TOP Delivery of LHS Beginning Teacher Packet Monthly meeting with Principal
Sabino, Lisa	Brengel, Evan	Language Arts Department	Weekly mentor/mentee meetings Completion of TOP Delivery of LHS Beginning Teacher Packet Monthly meeting with Principal
Demarco, Jim	Burgess, Cherie	Guidance Department	Weekly mentor/mentee meetings Completion of TOP Delivery of LHS Beginning Teacher Packet Monthly meeting with Principal
Freeze, Luke	Coke, Markus	Science Department	Weekly mentor/mentee meetings Completion of TOP Delivery of LHS Beginning Teacher Packet Monthly meeting with Principal
Lockett, Cat	Delmonlino, Beverly	Guidance Department	Weekly mentor/mentee meetings Completion of TOP Delivery of LHS Beginning Teacher Packet Monthly meeting with Principal
Miller, Paul	DeLuca, Nicole	Social Studies Department	Weekly mentor/mentee meetings Completion of TOP Delivery of LHS Beginning Teacher Packet Monthly meeting with Principal
Sawyer, Kathy	Dobbs, Jacqueline	ESE Department	Weekly mentor/mentee meetings Completion of TOP Delivery of LHS Beginning Teacher

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			Packet Monthly meeting with Principal
Clark, Tessa	Emery, Elisabeth	Science Department	Weekly mentor/mentee meetings Completion of TOP Delivery of LHS Beginning Teacher Packet Monthly meeting with Principal
Clark, Tessa	Fox, Jessica	Science Department	Weekly mentor/mentee meetings Completion of TOP Delivery of LHS Beginning Teacher Packet Monthly meeting with Principal
Brown, Kim	Jones, James	CTE Department	Weekly mentor/mentee meetings Completion of TOP Delivery of LHS Beginning Teacher Packet Monthly meeting with Principal
Freeze, Luke	Mathis, Daniel	Science Department	Weekly mentor/mentee meetings Completion of TOP Delivery of LHS Beginning Teacher Packet Monthly meeting with Principal
Wood, Lindsay	Nadolny, Kelly	Reading/Language Arts	Weekly mentor/mentee meetings Completion of TOP Delivery of LHS Beginning Teacher Packet Monthly meeting with Principal
Demarco, Jim	Pearson, Patti	Guidance Department	Weekly mentor/mentee meetings Completion of TOP Delivery of LHS Beginning Teacher Packet Monthly meeting with Principal
Salinas, Mike	Roberts, Jason	ESE, EBD	Weekly mentor/mentee meetings Completion of TOP Delivery of LHS Beginning Teacher Packet Monthly meeting with Principal
Bentley, Samantha	Sampson, Kimberley	Science Department	Weekly mentor/mentee meetings Completion of TOP Delivery of LHS Beginning Teacher Packet

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			Monthly meeting with Principal
Mitchell, Hollee	Smith, Heidi	Intensive Reading	Weekly mentor/mentee meetings Completion of TOP Delivery of LHS Beginning Teacher Packet Monthly meeting with Principal
Odom, Rick	Williams, Walter	CTE	Weekly mentor/mentee meetings Completion of TOP Delivery of LHS Beginning Teacher Packet Monthly meeting with Principal

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Additional Requirements

Coordination and Integration-Title I Schools Only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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<i>Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)</i> School-Based MTSS/RtI Team
<p>Identify the school-based MTSS leadership team.</p> <p>Janis Modeste – RtI Coach Roger Rice – Assistant Principal Amanda Trivers- Math Coach Mary Branum- Literacy Coach Gina Maitland – Science Coach Olga Crooms – School Psychologist Catherine Lockett – Guidance Counselor Lowest Quartile Porshiale Byfield- ESE Specialist Cyndi Page- Assistant Principal Deb Ashworth- Family School Liason Anthony Russell- Assistant Principal Lisa Sabino- Classroom Teacher Shanell Kinsey- Classroom Teacher</p>
<p>Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?</p> <p>The RtI Leadership team meets monthly to discuss RtI at Leesburg High School. At these meetings we discuss how we are implementing the three tiered process at our school, as well as teacher training, carrying out our three year plan, and our school needs. Each member of the leadership team plays a vital role in these meetings because each person brings their background knowledge and awareness to the decision making table. Our current plan is to focus on Tier one instruction at Leesburg High School and how we are going accomplish this task. The RtI chair also meets monthly with the District RtI specialist to plan for LHS and to tie the district and school RtI plans together.</p>
<p>Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?</p> <p>The school-based RtI Leadership team has a large role in the development and implementation of the school improvement plan. The Leadership team is aware of the needs of the school as well as the problem solving process and works together with other school stakeholders to create the school improvement plan. The problem solving process of anticipating barriers, strategies, people responsible, process used to determine effectiveness, and the evaluation are built into the SIP model is the way we carry out initiatives at our school and how we discuss these issues at our team meetings. The RtI Leadership team meets monthly to discuss RtI at Leesburg High School. At these meetings we discuss how we are implementing the three tiered process at our school, as well as teacher training, carrying out our three year plan, and our school needs. Each member of the leadership team plays a vital role in these meetings because each person brings their background knowledge and awareness to the decision making table. Our current plan is to focus on Tier one instruction at Leesburg High School and how we are going accomplish this task. The RtI chair also meets monthly with the District RtI specialist to plan for LHS and to tie the district and school RtI plans together.</p>

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MTSS Implementation
<p>Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.</p> <p>At Leesburg High School we use multiple data sources such as FCAT, AYP, FAIR, and Edusoft Math and Science Benchmarks. We use FCAT/EOC to locate math, and reading for 9th and 10th (or until passing), AYP for our subgroups, and FAIR for reading of all ninth and tenth grade students, and students who scored a three and below for eleventh and twelfth. Lastly, we use Edusoft benchmark tests for Algebra, Geometry, and Biology students. Our data management systems used to summarize our data are: FIDO, FCAT Star, and Edusoft. We use AS400 to access and summarize our behavior data. Continued use of the progress monitoring software to track student progress in all courses as well as document any interventions, conversations or interactions with all stakeholders.</p>
<p>Describe the plan to train staff on MTSS.</p> <p>The RtI coach will be the lead for all training regarding MTSS.</p>
<p>Describe the plan to support MTSS.</p> <p>A school-wide creed and expectations have been created by the team and are clearly posted around campus. The faculty will use these expectations to drive all corrective actions taken with students. The administration will support the RtI team with the development and implementation of expectations.</p>

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Bill Miller- Principal Paul Miller- Social Studies Holle Mitchell- Reading Mary Branum- Literacy Coach Amanda Trivers- Math Coach Janis Modeste- RtI Coach Seth Edwards- English Kim Brown- Vocational Josh Boyer- Physical Fitness Nancy Hunter- Freshman Transition Lyndsay Wood- Reading Gina Maitland- Science Coach Cyndi Page- Turn Around Leader Don Herold- Vocational Denise Glaude – Math Tessa Clark - Science
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The Literacy Leadership Team (LLT) meets monthly or bi-monthly, depending on schedules and demands. Members of the team offer their classrooms for meetings but all members are treated as equals. They shared ideas on how to use literacy in the classroom. Last year the LLT was responsible for introducing Common Board Configuration to the faculty.
What will be the major initiatives of the LLT this year? The LLT will focus increasing the use of non-fictional text throughout all content areas.

Public School Choice

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

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

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

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

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

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

Department heads will provide assistance and encouragement to ensure that teachers are incorporating explicit reading instruction. Administrators will conduct classroom walk-throughs and monitor lesson plans. All staff members will participate in school wide reading strategies. The literacy leadership team will take an active role in providing a structure to improve student achievement. Staff will participate in ongoing discussions on incorporating reading strategies in the content area as established through HIVE(PLC). The focus of the HIVE's will be to use reading strategies designed to support the reading goals of LHS for the 2012-2013 school year. Teachers will be encouraged to obtain the NG-CATER status.

**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?

Student graduation requirements drive the construction of the master schedule. To increase student achievement LHS has converted to a 7 period day, which will increase student to teacher contact time prior to high stakes testing. Our students can pick from a variety of Career Education classes including but not limited to: Culinary Arts, Construction, Drafting, Engineering, TV Production, Digital Design, Power Academy. Classes in the Arts are also available and include Band, Chorus, 2D and 3D art. ROTC is also available to students who wish to pursue a career in the military. Within these subjects students will be reading, writing, and applying math problems that link to their other core classes. This will give the connection between core instruction and vocational/elective/CTE classes as well as future real-world applications. Several courses will allow students to achieve industry certification including drafting, engineering, nursing assistant, TV production, digital design construction and Allied Health Assisting.

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?

Guidance counselors are available to meet with students to talk about their high school, post-secondary and work plans. We have a guidance counselor for every grade level. The implementation of a revised mentor program will allow students daily interaction with their assigned teacher, creating a valuable relationship for student growth.

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Postsecondary Transition

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

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

The number of students graduating with a standard high school diploma or GED has continued to increase each year. Our school will continue to offer Dual Enrollment, Advanced Placement courses as well as industry certification opportunities for our students. We will also continue to provide personalized graduation planning meetings for targeted students not meeting the minimum criteria for graduation. Our guidance counselors work diligently with college bound seniors to acquire scholarships, and meet entrance requirements. CTE students will complete CTE programs to qualify for post-secondary college credit or clock hours through district or state articulation agreements.

Students with Disabilities aged 16 and older have postsecondary measurable goals on their transition IEP's. These goals are based on students' post school desires. These goals assist the students and IEP teams in the development of short term goals/benchmarks to help students with disabilities attain their post school outcome desires.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1. Inconsistent use of the guided practice component of the "Gradual Release Instructional Model" to reinforce the Next Generations Sunshine State Standards and a blending of the Common Core Standards with NGSSS	1A.1. Student achievement will improve when teachers provide students with opportunities to use all components of the Gradual Release Instructional Model. Literacy Coach will provide differentiated professional development twice monthly to meet the needs of identified teachers. Literacy coach will facilitate common planning sessions two days per week for every team to monitor implementation of Common Core, NGSSS and use of complex rigorous text within lesson planning as well as the use of an demonstration classroom.	1A.1. Literacy Coach, Instructional Leaders (HIVE), Administration	1A.1. Classroom observations, coaching and mentoring through the coaching cycle, lesson plan reviews through common planning, Literacy Coaching Log, PD documentation.	1A.1. Classroom observations, coaching and mentoring cycle, Literacy Coaching documentation, PLC minutes, lesson plans, student achievement data.
Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Increase the number of students performing at level 3 by 3% to a population of 25% to meet safe harbor goal.</i>	<i>Currently 21% (91) of ninth grade students are performing at level 3 proficiency. 20%(78) of tenth grade students are performing at level 3 proficiency.</i>	<i>26%(106) of ninth grade students tested and 24%(100) of tenth grade students tested will achieve level 3 or above to meet safe harbor expectations.</i>					
			1A.2. Use of complex rigorous text, modeling Think-A-Louds using complex text, and reading strategies to promote deeper thinking and use of complex questions.	1A.2. Literacy Coach will use the coaching cycle to provide modeling of Gradual Release with use of complex rigorous text for classroom teachers.	1A.2. Literacy Coach, Instructional Leaders (HIVE), Administration	1A.2. Classroom observations, coaching and mentoring through the coaching cycle, lesson plan reviews through common planning, Literacy Coaching Log, PD documentation.	1A.2. Classroom observations, coaching and mentoring cycle, Literacy Coaching documentation, PLC minutes, lesson plans, student achievement data.
			1A.3. Inconsistent use of the FCIM and district blueprints..	1A.3. Student achievement will improve when teachers align instruction with the Florida Continuous Improvement Model Calendar and district pacing guide. Literacy coach will continue unpacking the standards within the common planning sessions.	1A.3. Literacy Coach, Instructional Leaders (HIVE), Administration	1A.3. Classroom observations, coaching and mentoring through the coaching cycle, lesson plan reviews through common planning, Literacy Coaching Log, PD documentation.	1A.3. Classroom observations, coaching and mentoring cycle, Literacy Coaching documentation, PLC minutes, lesson plans, student achievement data.
			1A.4 Lack of understanding of learning goals.	1A4. Student achievement will increase when teachers establish and incorporate learning goals	1A4. Literacy Coach, Instructional Leaders (HIVE), Administration	1A4. Classroom observations, coaching and mentoring through the coaching cycle, lesson plan	1A4. Classroom observations, coaching and mentoring cycle, Literacy Coaching

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

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			within daily instruction. Student achievement will increase with the use of rubrics used for checks for understanding.		reviews through common planning, Literacy Coaching Log, PD documentation.	documentation, PLC minutes, lesson plans, student achievement data, rubrics.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1. difficulty managing variety of Teacher resources	1B.1. most essential resource will be identified to make the desired gains	1B.1. Literacy Coach ESE Specialist, Administrator, ESE Teacher.	1B.1. Facilitation of conversation among ESE teachers.	1B.1. common planning minutes, Lesson plan checks, progress monitoring tool, classroom walkthroughs.
Reading Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Increase the number of students who are reading at proficiency.	45% (5) of the students assessed on the Florida Alternate Assessment, (FAA) in reading achieved Level 4, 5 and 6.	48% of the students assessed on the Florida Alternate Assessment, (FAA) in reading will achieve Level 4, 5 and 6					
			1B.2. Lack of consistent ways for FAA students to respond to instruction	1B.2. Teacher will focus efforts on consistent ways for students to communicate and respond to instruction. Focused conversations with other teachers on effective instructional practices. Match students level of functionality to high expectations	1B.2. Literacy Coach ESE Specialist, Administrator, ESE Teacher.	1B.2. Students will use consistent a consistent way to respond to instruction and will demonstrate knowledge on the FAA and classroom assessments in the same way (Participatory, Supported, Independent). Classroom walkthrough data.	1B.2. Common planning minutes, Lesson plan checks, progress monitoring tool, classroom walkthroughs
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. Inconsistent use of complex rigorous text along with higher order questioning strategies during daily instruction	2A.1. . Literacy Coach will provide professional development on the use of complex rigorous text and higher order questioning strategies. Teachers will implement the use of complex rigorous text and higher order thinking strategies in classroom lessons and student discourse. Literacy Coach will model the use of complex rigorous text and higher order thinking strategies.	2A.1. Literacy Coach, Administration, Instructional Leaders (HIVE).	2A.1. . Classroom observations, coaching and mentoring through the coaching cycle, lesson plan reviews through common planning, Literacy Coaching Log, PD documentation.	2A.1. Classroom observations, coaching and mentoring cycle, coaching documentation, PLC minutes, lesson plans, student achievement data.
Reading Goal #2A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Increase the number of students scoring level 4 and 5 in reading by 3%.	22 % of 9 th (95) grade students scored above proficiency (level 4 and 5) in reading and 17 %(67) of 10 th grade students achieved above	25% of tested students will achieve level 4 or 5.					

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	<i>proficiency (level 4 and 5) in reading.</i>			Literacy Coach will use the coaching and mentoring model along with classroom modeling of specific lessons for identified teachers.			
			2A.2. Inconsistent use of the FCIM and district blueprints and task cards.	2A.2. Student achievement will improve when teachers align instruction with the Florida Continuous Improvement Model Calendar and district pacing guide	2A.2. . Literacy Coach, Instructional Leaders (HIVE), Administration	2A.2. Classroom observations, coaching and mentoring through the coaching cycle, lesson plan reviews through common planning, Literacy Coaching Log, PD documentation.	2A.2. Classroom observations, coaching and mentoring cycle, coaching documentation, PLC minutes, lesson plans, student achievement data.
			2A.3. Lack of explicit vocabulary instruction relevant to text being taught.	2A.3. Student achievement will improve when teachers provide explicit vocabulary instruction relevant to text being taught. Literacy coach will model the use of vocabulary instruction connected to text. Literacy Coach will use the coaching and mentoring model along with classroom modeling of specific lessons for identified teachers.	2A.3. Literacy Coach, Instructional Leaders (HIVE), Administration	2A.3. Classroom observations, coaching and mentoring through the coaching cycle, lesson plan reviews through common planning, Literacy Coaching Log, PD documentation.	2A.3. Classroom observations, coaching and mentoring cycle, coaching documentation, PLC minutes, lesson plans, student achievement data.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1. Difficulty managing variety of Teacher resources.	2B.1. most essential resource will be identified to make the desired gains	2B.1. Literacy Coach ESE Specialist, Administrator, ESE Teacher.	2B.1. Facilitation of conversation among ESE teachers	2B.1. common planning minutes, Lesson plan checks, progress monitoring tool, classroom walkthroughs
Reading Goal #2B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Increase the number of students who are reading at proficiency.	36% (4) of the students assessed on the Florida Alternate Assessment, (FAA) in reading achieved Level 7	40% of the students assessed on the Florida Alternate Assessment, (FAA) in reading will achieve Level 7.					
			2B.2. Lack of consistent ways for FAA students to respond to instruction	2B.2. Teacher will focus efforts on consistent ways for students to communicate and respond to instruction. Focused conversations with other teachers on effective instructional practices. Match students level of functionality to high expectations	2B.2. . Literacy Coach ESE Specialist, Administrator, ESE Teacher.	2B.2. Students will use consistent a consistent way to respond to instruction and will demonstrate knowledge on the FAA and classroom assessments in the same way (Participatory, Supported, Independent). Classroom walkthrough data.	2B.2. Common planning minutes, Lesson plan check Common planning minutes, Lesson plan checks, progress monitoring tool, classroom walkthroughs. s, progress monitoring tool, classroom walkthroughs.

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			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Lack of teacher use of current data to guide instructional practice in the classroom.	3A.1. Teachers will utilize data to guide instruction and create differentiated lesson for small group instruction. Literacy Coach will provide professional development on how to use data to drive small group differentiated instruction. Literacy Coach will provide professional development on how to use task cards. Reading teachers will collaborate with the Literacy Coach to analyze reading data to create small group differentiated instruction and progress monitor students. Literacy Coach will utilize the coaching and mentoring cycle and model specific lessons for and with identified reading and English teachers.	3A.1. Administration and Literacy Coach	3A.1. Classroom observations, coaching and mentoring through the coaching cycle, lesson plan reviews through common planning, Literacy Coaching Log, PD documentation	3A.1. Classroom observations, coaching and mentoring cycle, Literacy Coach Log, PLC minutes, lesson plans, student achievement data.
Reading Goal #3A: <i>Increase number of students making learning gains in reading to 1% to reach Safe Harbor Target</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	58% of students made learning gains in reading.	59% of students will make learning gains in reading.					
			3A.2. . Inconsistent use of the FCIM and district blueprints.	3A.2. Student achievement will improve when teachers align instruction with the Florida Continuous Improvement Model Calendar and district blueprints.	3A.2. Administration and Literacy Coach	3A.2. Classroom observations, coaching and mentoring through the coaching cycle, lesson plan reviews through common planning, Literacy Coaching Log, PD documentation	3A.2. Classroom observations, coaching and mentoring cycle, coaching documentation, PLC minutes, lesson plans, student achievement data.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1. Difficulty managing variety of teacher resources	3B.1. most essential resource will be identified to make the desired gains	3B.1. Literacy Coach ESE Specialist, Administrator, ESE Teacher.	3B.1. . Facilitation of conversation among ESE teachers	3B.1. . common planning minutes, Lesson plan checks, progress monitoring tool, classroom walkthroughs.
Reading Goal #3B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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Increase the number of students who are reading at proficiency.	36% (4) of the students assessed on the Florida Alternate Assessment, (FAA) in reading achieved Level 7	40% of the students assessed on the Florida Alternate Assessment, (FAA) in reading will achieve Level 7.					
			3B.2. Lack of consistent ways for FAA students to respond to instruction	3B.2. Teacher will focus efforts on consistent ways for students to communicate and respond to instruction. Focused conversations with other teachers on effective instructional practices. Match students level of functionality to high expectations	3B.2. Literacy Coach ESE Specialist, Administrator, ESE Teacher.	3B.2. Students will use consistent a consistent way to respond to instruction and will demonstrate knowledge on the FAA and classroom assessments in the same way (Participatory, Supported, Independent). Classroom walkthrough data.	3B.2. Common planning minutes, Lesson plan check Common planning minutes, Lesson plan checks, progress monitoring tool, classroom walkthroughs. s, progress monitoring tool, classroom walkthroughs.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. Lack of teacher use of current data to guide instructional practice in the classroom.	<p>4A.1. Teachers will utilize data to guide instruction and create differentiated lesson for small group instruction.</p> <p>Literacy Coach will provide professional development on how to use data to drive small group differentiated instruction.</p> <p>Reading teachers will collaborate with the Literacy Coach to analyze reading data to create small group differentiated instruction and progress monitor students.</p> <p>Literacy Coach will utilize the coaching and mentoring cycle and model specific lessons for and with identified reading and English teachers.</p>	4A.1. Administration and Literacy Coach	4A.1. Classroom observations, coaching and mentoring through the coaching cycle, lesson plan reviews through common planning, Literacy Coaching Log, PD documentation.	4A.1. Classroom observations, coaching and mentoring cycle, Literacy Coach Log, PLC minutes, lesson plans, student achievement data.
Reading Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Percentage of students in lowest quartile making learning gains will increase by 1%.</i>	<i>64% of students made learning gains in reading.</i>	<i>65% of students will make learning gains in reading.</i>					
			4A.2. Inconsistent use of the FCIM and district blueprints.	4A.2. Teacher will focus efforts on consistent ways for students to communicate and respond to instruction. Focused conversations with other teachers on effective instructional practices. Match students level of functionality to high expectations	4A.2. Administration and Literacy Coach	4A.2. Classroom observations, coaching and mentoring through the coaching cycle, lesson plan reviews through common planning, Literacy Coaching Log, PD documentation.	4A.2. Classroom observations, coaching and mentoring cycle, Literacy Coach Log, PLC minutes, lesson plans, student achievement data.
						4A.3.	4A.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
			42%	51%	56%	61%	66%	71%
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011 <u>41%</u>							
<u>Reading Goal #5A:</u> <i>Increase the number of students proficient in Reading by 9%.</i>								
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.			5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1. Teacher will focus efforts on consistent ways for students to communicate and respond to instruction. Focused conversations with other teachers on effective instructional practices. Match students level of functionality to high expectations Professional Development on use of blueprints and task cards.	5B.1. Administration and Literacy Coach	5B.1. Classroom observations, coaching and mentoring through the coaching cycle, lesson plan reviews through common planning, Literacy Coaching Log, PD documentation.	5B.1. Classroom observations, coaching and mentoring cycle, Literacy Coach Log, PLC minutes, lesson plans, student achievement data.	
<u>Reading Goal #5B:</u> <i>Percentage of students in each ethnicity making learning gains will increase to meet the expectations of the AMO's as set by FLDOE.</i>	<u>2012 Current Level of Performance:*</u> White: 64% Black: 75% Hispanic: 65% Asian:48% American Indian: n/a	<u>2013 Expected Level of Performance:*</u> White: 52% Black: 62% Hispanic: 57% Asian: 42% American Indian: n/a	Inconsistent use of the FCIM and district blueprints.					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. See 1-5	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C: <i>Percentage of students making learning gains will increase to meet the expectations of the AMO's as set by FLDOE.</i>	2012 Current Level of Performance:* <i>91% of students did not make learning gains in reading</i>	2013 Expected Level of Performance:* <i>78% of students will not make learning gains in reading.</i>					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. See 1-5	5D.1.	5D.1.	5D.1.	5D.1.
Reading Goal #5D: <i>Percentage of students making learning gains will increase to meet the expectations of the AMO's as set by FLDOE.</i>	2012 Current Level of Performance:* <i>77% of students did not make learning gains in reading</i>	2013 Expected Level of Performance:* <i>68% of students will not make learning gains in reading.</i>					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. See 1-5	5E.1.	5E.1.	5E.1.	5E.1.
Reading Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Percentage of students who are economically disadvantaged making learning gains will increase by 3%.</i>	<i>64% of students did not make learning gains in reading</i>	<i>57% of students will not make learning gains in reading.</i>					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD 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
Writing Plan	All Language Arts	Mary Branum	All Language Arts	PD Fridays ongoing	Lesson study, Lesson Plans, Classroom Walkthroughs, Student Practice Assessment Data	Literacy Coach, Administration
Comprehensive Instruction Sequence	All Reading and Language Arts	Mary Branum	All Language Arts and Reading Teachers	PD Fridays ongoing	Lesson study, Lesson Plans, Classroom Walkthroughs, Student Practice Assessment Data	Literacy Coach, Administration
Gradual Release "I Do"	All Reading and Language Arts	Mary Branum	All Language Arts and Reading Teachers	PD Fridays ongoing	Lesson study, Lesson Plans, Classroom Walkthroughs, Student Practice Assessment Data	Literacy Coach, Administration
Lesson Study	All Reading and Language Arts	Mary Branum	All Language Arts and Reading Teachers	PD Fridays ongoing	Lesson study, Lesson Plans, Classroom Walkthroughs, Student Practice Assessment Data	Literacy Coach, Administration
Differentiated Instruction	Select Reading and Language Arts	HIVE Leader	Identified Language Arts and Reading Teachers	Ongoing with consultant	Lesson study, Lesson Plans, Classroom Walkthroughs, Student Practice Assessment Data	Literacy Coach, Administration
Kagan	Select Reading and Language Arts	HIVE Leader	Identified Language Arts and Reading Teachers	Monthly meetings ongoing	Lesson study, Lesson Plans, Classroom Walkthroughs, Student Practice Assessment Data	Literacy Coach, Administration
Common Planning	All Reading and Language Arts Teachers	Mary Branum	All Language Arts and Reading Teachers	Tuesday and Thursday ongoing	Meeting Minutes, lesson study, lesson plans, student achievement data	Literacy Coach, Administration

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Reading Budget (Insert rows as needed)

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

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking.		1.1. Lack of full-time ESOL aide that is multi-lingual	1.1. Account for all ELL students to ensure timely allocation of aide.	1.1. Guidance Counselor Testing Coordinator Administration	1.1. Students who are to be serviced are correctly identified and given service.	1.1. CELLA testing results
CELLA Goal #1:	2012 Current Percent of Students Proficient in Listening/Speaking:					
<i>Increase the number of students in the low intermediate level of proficiency in each grade level.</i>	<i>Intermediate level of proficiency:</i> 9 th : 1 10 th : 2 11 th : 1 12 th : 0					
<i>2011-2012 Beginning</i> 9 th : 1 10 th : 2 11 th : 1 12 th : 0						
		1.2. Lack of use of resources used by teachers to increase student achievement in the English language.	1.2. Increase use of Rosetta Stone	1.2. Guidance Counselor Administration	1.2. Students who are to be serviced are correctly identified and given service.	1.2. CELLA testing results
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		1.1. Lack of full-time ESOL aide that is multi-lingual	1.1. Account for all ELL students to ensure timely allocation of aide.	1.1. Guidance Counselor Testing Coordinator Administration	1.1. Students who are to be serviced are correctly identified and given service.	1.1. CELLA testing results Rosetta Stone Reports
CELLA Goal #2:	2012 Current Percent of Students Proficient in Reading:					
<i>Increase the number of students in the low intermediate level of proficiency in each grade level.</i>	<i>Intermediate level of proficiency:</i> 9 th : 1 10 th : 4 11 th : 1 12 th : 0					
<i>2011-2012</i> 9 th : 1						

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10 th :3 11 th :1 12 th : 0		1.2. Lack of use of resources used by teachers to increase student achievement in the English language.	1.2. Increase use of Rosetta Stone	1.2.Guidance Counselor Administration	1.2. Students who are to be serviced are correctly identified and given service.	1.2. CELLA testing results
		2.3.	2.3.	2.3.	2.3.	2.3.

Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		1.1. Lack of full-time ESOL aide that is multi-lingual	1.1. Account for all ELL students to ensure timely allocation of aide.	1.1. Guidance Counselor Testing Coordinator Administration	1.1. Students who are to be serviced are correctly identified and given service.	1.1. CELLA testing results
CELLA Goal #3:	2012 Current Percent of Students Proficient in Writing :					
<i>Increase the number of students in the low intermediate level of proficiency in each grade level.</i>	<i>Intermediate level of proficiency:</i> 9 th :1 10 th : 4 11 th :2 12 th : 0					
2011-2012 9 th :1 10 th :1 11 th :1 12 th : 0		2.2.Lack of use of resources used by teachers to increase student achievement in the English language.	2.2. Increase use of Rosetta Stone	2.2.Guidance Counselor Administration	2.2. Students who are to be serviced are correctly identified and given service.	2.2. CELLA testing results
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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Elementary School Mathematics Goals

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

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

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

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

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

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

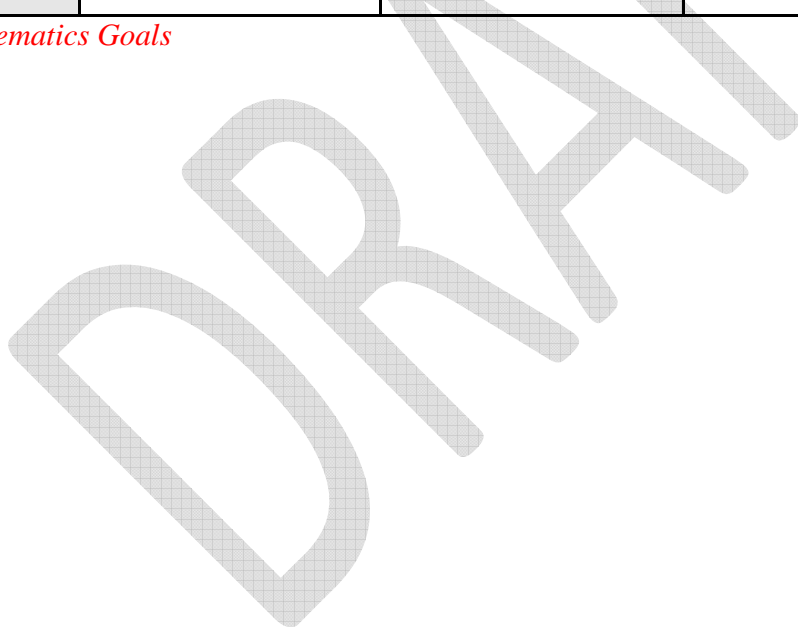
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process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

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

End of Elementary School Mathematics Goals



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Middle School Mathematics Goals

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

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

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

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

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

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

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

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

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

High School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1.1. Lack of clear curriculum focus for Florida Alternative Assessment (FAA) Mathematics.	1.1.1. Curriculum map will be developed for alternatively assessed students.	1.1 Administrator ESE School Specialist Math Coach	1.1. Classroom walkthroughs. Copies of graded student work samples. Common planning meeting Data collections will be reviewed monthly for trends that demonstrate improvement at the Independent, Supported and Participatory level. Lesson study	1.1. Benchmark evaluations, Classroom observation/walkthrough tool and data Student work samples demonstrating mastery, mini assessments. Common planning minutes
Mathematics Goal #1: Increase the number of students who are above proficiency (level 5-9) on math as measured by the Florida Alternative Assessment (FAA) Mathematics.	2012 Current Level of Performance:* 54% (6) of the students assessed in math on the Florida Alternative Assessment (FAA) achieved a level 5 or higher.	2013 Expected Level of Performance:* 64% of the students assessed in math on the Florida Alternative Assessment (FAA) will achieve a level 5 or higher					
	1.2. Identification of appropriate math curriculum to use with alternatively assessed students.						
1.3. Establishing which Math Access Point to be the key focus of instruction		1.3. Teachers will consistently implement daily routines that provide appropriate math instruction for students at the supported and participatory level.	1.3. Administrator ESE School Specialist Math Coach.	1.3. Classroom walkthroughs. Copies of graded student work sample and teacher input. Data collections will be reviewed monthly for trends that demonstrate improvement at the Supported and Participatory level. Lesson study	1.3. Common planning minutes, Benchmark evaluations, Classroom observation/walkthrough tool and data, Student work samples demonstrating mastery, mini 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

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2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.							
Mathematics Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Increase the number of students who are above proficiency (level 7-9) on math as measured by the Florida Alternative Assessment (FAA) Mathematics.	27% (3) of the students assessed in math on the Florida Alternative Assessment (FAA) achieved a level 7 or higher.	32% of the students assessed in math on the Florida Alternative Assessment (FAA) will achieve a level 7 or higher	2.1. Lack of clear curriculum focus for Florida Alternative Assessment (FAA) Mathematics.	2.1. Curriculum map will be developed for alternatively assessed students.	2.1. Administrator ESE School Specialist Math Coach.	2.1. Classroom walkthroughs. Copies of graded student work samples. Common planning meeting Data collections will be reviewed monthly for trends that demonstrate improvement at the Independent, Supported and Participatory level. Lesson study	2.1. Benchmark evaluations, classroom observation/walkthrough tool and data Student work samples demonstrating mastery, mini assessments. Common planning minutes
			2.2. Identification of appropriate math curriculum to use with alternatively assessed students	2.2. Teachers will implement recommended Access Point math curriculum.	2.2. Administrator ESE School Specialist Math Coach.	2.2. Classroom walkthroughs. Copies of graded student work samples. Teacher input.	2.2. Benchmark evaluations. Classroom observation/walkthrough tool and data. Student work samples demonstrating mastery, mini assessments. Common planning minutes
			2.3 Establishing which Math Access Point to be the key focus of instruction	2.3 Teachers will consistently implement daily routines that provide appropriate math instruction for students at the supported and participatory level. Identification of Access point that was assessed the previous year will be identified	2.3 Administrator ESE School Specialist Math Coach.	2.3 Classroom walkthroughs. Copies of graded student work sample and teacher input. Data collections will be reviewed monthly for trends that demonstrate improvement at the supported and participatory level. Lesson study	2.3 Benchmark evaluations, classroom observation/walkthrough tool and data. Student work samples demonstrating mastery, mini assessments. Common planning minutes

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3.1. Lack of clear curriculum focus for Florida Alternative Assessment (FAA) Mathematics.	1.1. Curriculum map will be developed for alternatively assessed students.	3.1 Administrator ESE School Specialist Math Coach	3.1 Classroom walkthroughs. Copies of graded student work samples. Common planning meeting Data collections will be reviewed monthly for trends that demonstrate improvement at the Independent, Supported and Participatory level. Lesson study	3.1. Benchmark evaluations, classroom observation/walkthrough tool and data Student work samples demonstrating mastery, mini assessments. Common planning minutes
Mathematics Goal #3:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Increase the number of students who are proficient in math as measured by the Florida Alternative Assessment (FAA) Mathematics	9% (1) of the students assessed in math on the Florida Alternative Assessment (FAA) made learning gains	14% of the students assessed in math on the Florida Alternative Assessment (FAA) will make learning gains .					
			1.2. Teachers will implement recommended Access Point math curriculum.	3.2. Teachers will implement recommended Access Point math curriculum	3.2. Administrator ESE School Specialist Math Coach	3.2. Classroom walkthroughs. Copies of graded student work samples. Teacher input.	3.2. Benchmark evaluations, classroom observation/walkthrough tool and data Student work samples demonstrating mastery, mini assessments. Common planning minutes
			1.3. Teachers will consistently implement daily routines that provide appropriate math instruction for students at the supported and participatory level. Identification of Access point that was assessed the previous year will be identified.	3.3. Teachers will consistently implement daily routines that provide appropriate math instruction for students at the supported and participatory level. Identification of Access point that was assessed the previous year will be identified	3.3. Administrator ESE School Specialist Math Coach	3.3. Classroom walkthroughs. Copies of graded student work sample and teacher input. Data collections will be reviewed monthly for trends that demonstrate improvement at the supported and participatory level. Lesson study	3.3. Benchmark evaluations, classroom observation/walkthrough tool and data Student work samples demonstrating mastery, mini assessments. Common planning minutes

End of Florida Alternate Assessment High School Mathematics Goals

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Algebra 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring at Achievement Level 3 in Algebra 1.			1.1.	1.1.	1.1.	1.1.	1.1.	
Algebra 1 Goal #1: Increase the number of students that will pass the Algebra EOC with a Level 3 to 30%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Inconsistent use of all components of the "Gradual Release Instructional Model"	Increase the use of the complete "Gradual Release Model" Algebra Teams will facilitate the discussion of best practices regarding the "Gradual Release Model" Math Coach will utilize the coaching and demonstration cycle with teachers. Math Coach will use side-by-side coaching with identified teachers. Lesson study will be used to increase the use of gradual release.	Math Coach, Administration, HIVE leader	Classroom observations, teacher conferencing, lesson plan reviews, coaches log, PD documentation	Classroom observations, teacher conferencing, coaching documentation, PLC minutes, lesson plans, student achievement data.	
	25% of students passed the Algebra EOC in May 2012 (53 Level 3 out of 211 9 th grade test takers)	30% (130)						
			1.2.	Inconsistencies with use of high complexity tasks that align with the strategic, complex and extended reasoning requirements of the Benchmarks. Instruction will include rigorous tasks that are aligned with the cognitive complexity levels of the NGSSS. Algebra Team will work to create lessons and questions that will engage the highest level of cognitive complexity as identified within the test item specifications. Use of taskcards. Teachers will participate in the lesson study process to investigate the effectiveness of lessons.	Math Coach, Administration, HIVE leader	Classroom observations, teacher conferencing, lesson plan reviews, coaches log, PD documentation	Classroom observations, teacher conferencing, coaching documentation, Common Planning minutes, lesson plans, student achievement data. Mini-assessment data.	
			1.3.	Inconsistent use of data to drive small group differentiated	Increase use of data to determine groupings and the tasks that are	Math Coach, Administration, HIVE leader	Classroom observations, teacher conferencing, lesson plan	Classroom observations, teacher conferencing, coaching

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		instruction	appropriate to each readiness level. Algebra Team will analyze student data in forms of PENDA, Sylvan, Mini-assessments, and LBAs to better create lessons for all classrooms Math Coach in conjunction with teachers will analyze data to demonstrate effective grouping strategies effectively implement data chats at all levels, teacher to teacher, teacher student. Kagan Strategies will be implemented and used as demonstrations for all math teachers. Math Coach will implement the use of the demonstration and coaching cycle.		reviews, coaches log, PD documentation.	documentation, Common planning minutes, lesson plans, student achievement data.
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.		1.1.	1.1.	1.1.	1.1.	1.1.
Algebra Goal #2: Increase the number of 9 th grade students that will pass the Algebra EOC at or above Achievement Level 4 to 5%	2012 Current Level of Performance: * 1% of 9 th grade students achieved Level 4 (3 students)	2013 Expected Level of Performance: * 5%(15)	Inconsistent use of all components of the "Gradual Release Instructional Model" Increase the use of the complete "Gradual Release Model" Algebra Teams will facilitate the discussion of best practices regarding the "Gradual Release Model" Math Coach will utilize the coaching and demonstration cycle with teachers. Math Coach will use side-by-side coaching with identified teachers.	Math Coach, Administration, HIVE leader	Classroom observations, teacher conferencing, lesson plan reviews, coaches log, PD documentation	Classroom observations, teacher conferencing, coaching documentation, PLC minutes, lesson plans, student achievement data.
			1.2. Inconsistencies with use of high complexity tasks that align with the strategic, complex and extended reasoning requirements of the Benchmarks.	1.2. Instruction will include rigorous tasks that are aligned with the cognitive complexity levels of the NGSSS.	1.2. Inconsistencies with use of high complexity tasks that align with the strategic, complex and extended reasoning requirements of the Benchmarks.	1.2. Instruction will include rigorous tasks that are aligned with the cognitive complexity levels of the NGSSS.

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		<p>Algebra Team will work to create lessons and questions that will engage the highest level of cognitive complexity as identified within the test item specifications. Learning will be progressed to the inquiry and project based opportunities.</p> <p>Teachers will participate in the lesson study process to investigate the effectiveness of lessons.</p>		<p>Algebra Team will work to create lessons and questions that will engage the highest level of cognitive complexity as identified within the test item specifications.</p> <p>Teachers will participate in the lesson study process to investigate the effectiveness of lessons.</p>	Benchmarks.
	<p>1.3. Inconsistent use of data to drive small group differentiated instruction</p>	<p>1.3. Increase use of data to determine groupings and the tasks that are appropriate to each readiness level.</p> <p>Algebra Team will analyze student data in forms of PENDA, Sylvan, Mini-assessments, and LBAs to better create lessons for all classrooms</p> <p>Math Coach in conjunction with teachers will analyze data to demonstrate effective grouping strategies effectively implement data chats at all levels, teacher to teacher, teacher student.</p> <p>Kagan Strategies will be implemented and used as demonstrations for all math teachers.</p> <p>Math Coach will implement the use of the demonstration and coaching cycle.</p>	<p>1.3. Math Coach, Administration, HIVE leader</p>	<p>1.3 Classroom observations, teacher conferencing, lesson plan reviews, coaches log, PD documentation.</p>	<p>1.3. Classroom observations, teacher conferencing, coaching documentation, Common planning minutes, lesson plans, student achievement data.</p>

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011 30%	49%	42%	48%	53%	59%	65%
Algebra 1 Goal #3A: <i>Increase the number of students proficient in Math by 6% annual.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.		3B.1	3B.1	3B.1	3B.1	3B.1	
Algebra 1 Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Inconsistent use of data to drive small group differentiated instruction	Increase use of data to determine groupings and the tasks that are appropriate to each readiness level.	Math Coach, Administration, HIVE leader	Classroom observations, teacher conferencing, lesson plan reviews, coaches log, PD documentation.	
<i>Percentage of students in each ethnicity making proficient will increase to meet the expectations of the AMO's as set by FLDOE.</i>	51% of students did not make proficient in math. White:41% Black: 72% Hispanic: 49% Asian: n/a American Indian: n/a	58% of students will not make proficient in math. White: 52% Black: 67% Hispanic: 69% Asian: n/a American Indian: n/a	Algebra Team will analyze student data in forms of PENDA, Sylvan, Mini-assessments, and LBAs to better create lessons for all classrooms Math Coach in conjunction with teachers will analyze data to demonstrate effective grouping strategies effectively implement data chats at all levels, teacher to teacher, teacher student. Kagan Strategies will be implemented and used as demonstrations for all math teachers. Math Coach will implement the use of the demonstration and coaching cycle.			Classroom observations, teacher conferencing, coaching documentation, Common planning minutes, lesson plans, student achievement data.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.			3C.1	3C.1	3C.1	3C.1	3C.1
Algebra 1 Goal #3C: <i>Percentage of students in each ethnicity making proficient will increase to meet the expectations of the AMO's as set by FLDOE.</i>	2012 Current Level of Performance:* <i>n/a</i>	2013 Expected Level of Performance:* <i>n/a</i>	Inconsistent use of data to drive small group differentiated instruction	Increase use of data to determine groupings and the tasks that are appropriate to each readiness level. Algebra Team will analyze student data in forms of PENDA, Sylvan, Mini-assessments, and LBAs to better create lessons for all classrooms Math Coach in conjunction with teachers will analyze data to demonstrate effective grouping strategies effectively implement data chats at all levels, teacher to teacher, teacher student. Kagan Strategies will be implemented and used as demonstrations for all math teachers. Math Coach will implement the use of the demonstration and coaching cycle.	Math Coach, Administration, HIVE leader	Classroom observations, teacher conferencing, lesson plan reviews, coaches log, PD documentation.	Classroom observations, teacher conferencing, coaching documentation, Common planning minutes, lesson plans, student achievement data.
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.			3C.1	3C.1	3C.1	3C.1	3C.1
Algebra 1 Goal #3D: <i>Percentage of students in each ethnicity making proficient will increase to meet the expectations of the AMO's as set by</i>	2012 Current Level of Performance:* <i>78% of students did not make proficient in math.</i>	2013 Expected Level of Performance:* <i>52% of students will not make proficient in math.</i>	Inconsistent use of data to drive small group differentiated instruction	Increase use of data to determine groupings and the tasks that are appropriate to each readiness level. Algebra Team will analyze student data in forms of PENDA, Sylvan, Mini-assessments, and LBAs to better create lessons for all	Math Coach, Administration, HIVE leader	Classroom observations, teacher conferencing, lesson plan reviews, coaches log, PD documentation.	Classroom observations, teacher conferencing, coaching documentation, Common planning minutes, lesson plans, student achievement data.

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FLDOE.				classrooms Math Coach in conjunction with teachers will analyze data to demonstrate effective grouping strategies effectively implement data chats at all levels, teacher to teacher, teacher student. Kagan Strategies will be implemented and used as demonstrations for all math teachers. Math Coach will implement the use of the demonstration and coaching cycle.			
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.			3C.1	3C.1	3C.1	3C.1	3C.1
Algebra 1 Goal #3E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Inconsistent use of data to drive small group differentiated instruction	Increase use of data to determine groupings and the tasks that are appropriate to each readiness level. Algebra Team will analyze student data in forms of PENDA, Sylvan, Mini-assessments, and LBAs to better create lessons for all classrooms Math Coach in conjunction with teachers will analyze data to demonstrate effective grouping strategies effectively implement data chats at all levels, teacher to teacher, teacher student. Kagan Strategies will be implemented and used as demonstrations for all math teachers.	Math Coach, Administration, HIVE leader	Classroom observations, teacher conferencing, lesson plan reviews, coaches log, PD documentation.	Classroom observations, teacher conferencing, coaching documentation, Common planning minutes, lesson plans, student achievement data.
<i>Percentage of students in each ethnicity making proficient will increase to meet the expectations of the AMO's as set by FLDOE.</i>	<i>56% of students did not make proficient in math.</i>	<i>62% of students will not make proficient in math.</i>					

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			Math Coach will implement the use of the demonstration and coaching cycle.			
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Algebra 1 EOC Goals

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

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			2.1.	1.1.	1.1.	1.1.	1.1.
Geometry Goal #1: 50% of 9 th grade students will score at or above Achievement Level 3 on the Geometry EOC	2012 Current Level of Performance:* N/A—Levels were not given on the 2012 Geometry EOC exam	2013 Expected Level of Performance:* 50%(200) of students tested will achieve level 3.	Inconsistent use of all components of the "Gradual Release Instructional Model"	Increase the use of the complete "Gradual Release Model" Geometry Teams will facilitate the discussion of best practices regarding the "Gradual Release Model" Math Coach will utilize the coaching and demonstration cycle with teachers. Math Coach will use side-by-side coaching with identified teachers.	Math Coach, Administration, HIVE leader, Geometry team	Classroom observations, teacher conferencing, lesson plan reviews, coaches log, PD documentation	Classroom observations, teacher conferencing, coaching documentation, Common Planning minutes, lesson plans, student achievement data.
			1.2	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
			Rigorous tasks	Instruction will include rigorous tasks that are aligned with the cognitive complexity levels of the NGSSS and Test Item Specifications. Geometry Team will work to create lessons and questions (task cards) that will engage the highest level of cognitive complexity as identified within the test item specifications. Teachers will participate in the lesson study process to investigate the effectiveness of lessons.	Math Coach, Administration, HIVE leader, Geometry team	Classroom observations, teacher conferencing, coaching documentation, Common Planning minutes, lesson plans, student achievement data.	Classroom observations, teacher conferencing, coaching documentation, Common Planning minutes, lesson plans, student achievement data. Mini assessment data.
			Use of data driven decision making	Increase use of data to determine groupings and the tasks that are appropriate to each readiness level.	Math Coach, Administration, HIVE leader, Geometry team	Classroom observations, teacher conferencing, coaching documentation, Common Planning minutes, lesson plans,	Classroom observations, teacher conferencing, coaching documentation, Common Planning minutes, lesson plans.

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			<p>Geometry Team will analyze student data in forms of LBAs and Mini-assessments to better create lessons for all classrooms</p> <p>Math Coach in conjunction with teachers will analyze data to demonstrate effective grouping strategies effectively implement data chats at all levels, teacher to teacher, teacher student.</p> <p>Kagan Strategies will be implemented and used as demonstrations for all math teachers.</p> <p>Math Coach will implement the use of the demonstration and coaching cycle.</p>		student achievement data.	student achievement data..
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.	2.1.	2.1.	2.1	2.1
<p>Geometry Goal #2:</p> <p>10% of Geometry students will score at or above Achievement Level 4 in Geometry</p>		<p>Increase the use of rigorous tasks</p>	<p>Instruction will include rigorous tasks that are aligned with the cognitive complexity levels of the NGSSS.</p> <p>Geometry Team will analyze student data in forms of LBAs and Mini-assessments to better create lessons for all classrooms</p> <p>Math Coach in conjunction with teachers will analyze data to demonstrate effective grouping strategies effectively implement data chats at all levels, teacher to teacher, teacher student.</p> <p>Kagan Strategies will be implemented and used as demonstrations for all math teachers.</p>	<p>Math Coach, Administration, HIVE leader, Geometry team</p>	<p>Classroom observations, teacher conferencing, coaching documentation, Common Planning minutes, lesson plans, student achievement data.</p>	<p>Classroom observations, teacher conferencing, coaching documentation, Common Planning minutes, lesson plans, student achievement data..</p>
	<p>2012 Current Level of Performance:*</p> <p>N/A—Levels were not given on the 2012 Geometry EOC exam</p>	<p>2013 Expected Level of Performance:*</p> <p>10% (20) of students tested will achieve level 4.</p>				

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		<p>2.2. Increase Higher Order Questioning</p>	<p>2.2. Instruction will include rigorous tasks that are aligned with the cognitive complexity levels of the NGSSS by use of the task cards. Geometry Team will analyze student data in forms of LBAs and Mini-assessments to better create lessons for all classrooms</p>	<p>2.1. Math Coach, Administration, HIVE leader, Geometry team</p>	<p>2.1 Classroom observations, teacher conferencing, coaching documentation, Common Planning minutes, lesson plans, student achievement data.</p>	<p>2.1 Classroom observations, teacher conferencing, coaching documentation, Common Planning minutes, lesson plans, student achievement data.</p>
		<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>

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

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

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

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD 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
Kagan Cooperative Structures	Selected Math	Kagan Consultant	Select Math Teachers	August 2012, Ongoing through HIVE	Lesson study, Lesson Plans, Classroom Walkthroughs, Student Practice Assessment Data	Math Coach, Administration
Differentiated Instruction	Selected Math	DI Consultant	Select Math Teachers	Ongoing	Lesson study, Lesson Plans, Classroom Walkthroughs, Student Practice Assessment Data	Math Coach, Administration
Lesson Study	All Reading and Language Arts	Amanda Trivers/HIVE Leader	All Math Teachers	Common Planning weekly	Lesson study, Lesson Plans, Classroom Walkthroughs, Student Practice Assessment Data	Math Coach, Administration
PENDA	Alg. I/Basic Skills Teachers	Amanda Trivers/HIVE Leader	Alg. I/Basic Skills Teachers	Ongoing thru Common planning	Lesson study, Lesson Plans, Classroom Walkthroughs, Student Practice Assessment Data	Math Coach, Administration
Common Planning	All Math Teachers	Amanda Trivers	All Math Teachers	Tuesday and Thursday ongoing	Meeting Minutes, lesson study, lesson plans, student achievement data	Math Coach, Administration
Rigorous Task/Scales/Rubrics	All	Rose Taylor	School-wider	August 2012	Lesson study, Lesson Plans, Classroom Walkthroughs, Student Practice Assessment Data	Math Coach, Administration

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Revised April 29, 2011

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Mathematics Budget (Insert rows as needed)

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

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Elementary and Middle School Science Goals

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

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

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

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

High School Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1.1. Lack of clear curriculum focus	1.1. Curriculum map will be developed for Science Access Point.	1.1. ESE Specialist, Administrator and Science Coach	1.1. Classroom walkthroughs. Copies of graded student work samples. Common planning meeting. Data collections will be reviewed monthly for trends that demonstrate improvement at the Independent, Supported and Participatory level.	1.1. Benchmark evaluations, classroom observation/walkthrough tool and data Student work samples demonstrating mastery, mini assessments. Common planning minutes.
Science Goal #1: Maintain or increase the number of students who are considered proficient in Science as measured by the Florida Alternative Assessment.	2012 Current Level of Performance:* 2 students participated in the Florida Alternative Assessment Science. Both achieved level 6 yielding a 100% proficiency.	2013 Expected Level of Performance:* 60% of the students assessed in the Florida Alternative Assessment (FAA) in Science will achieve level 4 or higher	1.2. Appropriate ways to measure progress	1.2. Rubric will be developed to be use in most cases that replicates how students are assessed on the Alternative Assessment. Identification of Access point that was assessed the previous year will be identified	1.2. ESE Specialist, Administrator and Science Coach, ESE Teacher	1.2. Classroom walkthroughs. Copies of graded student work samples. Common planning meeting. Data collections will be reviewed monthly for trends that demonstrate progress at the Independent, Supported and Participatory level	1.3. Benchmark evaluations, classroom observation/walkthrough tool and data Student work samples demonstrating mastery, mini assessments. Common planning minutes. Progress monitoring using rubric information.
			1.4. Lack of clear curriculum focus	1.1. Curriculum map will be developed for Science Access Point.	1.1. ESE Specialist, Administrator and Science Coach	1.1. Classroom walkthroughs. Copies of graded student work samples. Common planning meeting. Data collections will be reviewed monthly for trends that demonstrate improvement at the Independent, Supported and Participatory level.	1.1. Benchmark evaluations, classroom observation/walkthrough tool and data Student work samples demonstrating mastery, mini assessments. Common planning minutes.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			1.5. Lack of clear curriculum focus	1.1. Curriculum map will be developed for Science Access Point.	1.1. ESE Specialist, Administrator and Science Coach	1.1. Classroom walkthroughs. Copies of graded student work samples. Common planning meeting. Data collections will be reviewed monthly for trends that demonstrate improvement at the Independent, Supported and Participatory level.	1.1. Benchmark evaluations, classroom observation/walkthrough tool and data Student work samples demonstrating mastery, mini assessments. Common planning minutes.
Science Goal #2: Increase the number of students who are considered proficient in Science as measured by the Florida Alternative Assessment.	2012 Current Level of Performance:* N/A. No data available in this category.	2013 Expected Level of Performance:* 20% of the students assessed in the Florida Alternative Assessment (FAA) in Science will achieve level 7 or higher	1.6. Appropriate ways to measure progress	1.2. Rubric will be developed to be use in most cases that replicates how students are assessed on the Alternative Assessment. Identification of Access point that was assessed the previous year will be identified	1.2. ESE Specialist, Administrator and Science Coach, ESE Teacher	1.2. Classroom walkthroughs. Copies of graded student work samples. Common planning meeting. Data collections will be reviewed monthly for trends that demonstrate progress at the Independent, Supported and Participatory level	1.7. Benchmark evaluations, classroom observation/walkthrough tool and data Student work samples demonstrating mastery, mini assessments. Common planning minutes. Progress monitoring using rubric information.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Florida Alternate Assessment High School Science Goals

Biology 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Biology I EOC)*

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

Biology 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology 1.			1.1. Lack of higher level questions to promote a deeper understanding of the content	1.1. All teachers will incorporate higher order questions that promote a deeper understanding of the content -PLCs will use collaborative time to create HOTS questions -Teachers will participate in lesson study to evaluation effectiveness of HOTS -Science coach will develop a demonstration classroom to model	1.1. Science coach and science administrator	1.1. Observations, teacher conferencing, lesson plan reviews, evaluations	1.1. classroom observations, teacher conferencing, PLC minutes, student achievement data, TEAM evaluation
Biology 1 Goal #1: At least 45% of Biology students will achieve a Level 3 on the Biology EOC.	2012 Current Level of Performance:* This is not applicable because levels have not been assigned at this	2013 Expected Level of Performance:* 45% Level 3					

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Rule 6A-1.099811
Revised April 29, 2011

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	<i>time.</i>			the use of higher order questions -Science coach will utilize the coaching and demonstration cycle with teachers -Use of task cards.			
			1.2. Lack of student collaborative structures to promote authentic student engagement	1.2. All teachers will incorporate purposeful collaborative structures -Teachers who attend the summer Kagan training will share strategies during HIVE meetings -Science coach will develop a demonstration classroom and model effective collaborative structures -Science coach will utilize the coaching and demonstration cycle with teachers	1.2. Science coach and science administrator	1.2. Observations, teacher conferencing, lesson plan reviews, evaluations	1.2. classroom observations, teacher conferencing, PLC minutes, student achievement data, TEAM evaluation
			1.3. Inconsistent use of data-driven differentiated instruction	1.3. Teachers will utilize data to form small groups and differentiate instruction -Science coach will provide professional development on the use of data-driven, small group differentiated instruction -Teachers will provide differentiated small group instruction -Science coach will utilize the demonstration and coaching cycle with teachers.	1.3. Science coach and science administrator	1.3. Observations, teacher conferencing, lesson plan reviews, evaluations	1.3. classroom observations, teacher conferencing, PLC minutes, student achievement data, TEAM evaluation
			1.4 Lack of student understanding of intended daily achievement outcomes	1.4 Science coach will assist within common planning to create effective and measurable student learning goals to be used as part of the CBC in all classrooms	1.4 Science coach and science administrator	1.4 Observations, teacher conferencing, lesson plan reviews, evaluations	1.4 classroom observations, teacher conferencing, PLC minutes, student achievement data, TEAM evaluation
			1.5 Lack of use of grade-level appropriate and rigorous laboratory experiences that incorporate explicit instruction limits student comprehension of content	1.5 Science coach will conduct professional development on laboratory experiences that incorporate explicit instruction -Lab safety will also be addressed with teachers	1.5 Science coach and science administrator	1.5 Observations, teacher conferencing, lesson plan reviews, evaluations	1.5 classroom observations, teacher conferencing, PLC minutes, student achievement data, TEAM evaluation
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.			2.1. . Lack of student collaborative structures to promote authentic student engagement	1.2. All teachers will incorporate purposeful collaborative structures -Teachers who attend the summer Kagan training will share strategies during HIVE meetings -Science coach will develop a	1.2. Science coach and science administrator	1.2. Observations, teacher conferencing, lesson plan reviews, evaluations	1.2. classroom observations, teacher conferencing, PLC minutes, student achievement data, TEAM evaluation
Biology 1 Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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<p>At least 25% of Biology students will achieve a Level 4 or 5 on the Biology EOC.</p>	<p>This is not applicable because levels have not been assigned at this time.</p>	<p>25% Level 4 or 5</p>		<p>demonstration classroom and model effective collaborative structures -Science coach will utilize the coaching and demonstration cycle with teachers</p>			
			<p>2.2. Inconsistent use of data-driven differentiated instruction</p>	<p>1.3. Teachers will utilize data to form small groups and differentiate instruction -Science coach will provide professional development on the use of data-driven, small group differentiated instruction -Teachers will provide differentiated small group instruction -Science coach will utilize the demonstration and coaching cycle with teachers.</p>	<p>1.3. Science coach and science administrator</p>	<p>1.3. Observations, teacher conferencing, lesson plan reviews, evaluations</p>	<p>1.3. classroom observations, teacher conferencing, PLC minutes, student achievement data, TEAM evaluation</p>
			<p>2.3. Inconsistent use of data-driven differentiated instruction</p>	<p>1.3. Teachers will utilize data to form small groups and differentiate instruction -Science coach will provide professional development on the use of data-driven, small group differentiated instruction -Teachers will provide differentiated small group instruction -Science coach will utilize the demonstration and coaching cycle with teachers.</p>	<p>1.3. Science coach and science administrator</p>	<p>1.3. Observations, teacher conferencing, lesson plan reviews, evaluations</p>	<p>1.3. classroom observations, teacher conferencing, PLC minutes, student achievement data, TEAM evaluation</p>
			<p>1.4 Lack of student understanding of intended daily achievement outcomes</p>	<p>1.4 Science coach will assist within common planning to create effective and measurable student learning goals to be used as part of the CBC in all classrooms</p>	<p>1.4 Science coach and science administrator</p>	<p>1.4 Observations, teacher conferencing, lesson plan reviews, evaluations</p>	<p>1.4 classroom observations, teacher conferencing, PLC minutes, student achievement data, TEAM evaluation</p>
			<p>1.5 Lack of use of grade-level appropriate and rigorous laboratory experiences that incorporate explicit instruction limits student comprehension of content</p>	<p>1.5 Science coach will conduct professional development on laboratory experiences that incorporate explicit instruction -Lab safety will also be addressed with teachers</p>	<p>1.5 Science coach and science administrator</p>	<p>1.5 Observations, teacher conferencing, lesson plan reviews, evaluations</p>	<p>1.5 classroom observations, teacher conferencing, PLC minutes, student achievement data, TEAM evaluation</p>

End of Biology I EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Higher order thinking/scales and rubrics	ALL	R. Taylor	ALL	August 2012	Observations, lesson plans, evaluations	science coach and science administrator
Cooperative structures	ALL	Kagan	volunteers	July/August 2012	Observations, lesson plans, evaluations	science coach and science administrator
Rigorous, grade level appropriate labs with explicit instruction	ALL	Science coach	All science teachers	August/September 2012	Observations, common planning, lesson plans	science coach and science administrator
Common Planning	All	Science Coach	All Science Teachers	Ongoing	Observations, common planning, lesson plans	science coach and science administrator
Lesson Study	All	Science Coach	All science teachers	Tuesday and Thursday ongoing	Meeting Minutes, lesson study, lesson plans, student achievement data	science coach and science administrator

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

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

End of Science Goals

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Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1. Lack of effective instruction of the writing process as aligned with the school-wide writing plan.	1A.1. Student performance will increase with the implementation of the school-wide writing plan.	1A.1. Literacy Coach, Administration	1A.1. Classroom observations, observations, teacher conferencing, lesson plan reviews, coaches log, IFC's.	1A.1. Classroom observations, teacher conferencing, coaching documentation, PLC minutes, lesson plans, student achievement data
Writing Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Increase writing performance by 3% to 26%.	23% of 10 th graders scored 4 or above on the FCAT writes.	26% of 10 th graders will score a 4 or above on the FCAT writes.					
			1A.2. Lack of embedding of writing within the curriculum.	1A.2. Writing will become a part of the learning process within all Language Arts classrooms.	1A.2. Literacy Coach, Administration	1A.2. Classroom observations, teacher conferencing, lesson plan reviews, coaches log, IFC's.	1A.2. Classroom observations, teacher conferencing, coaching documentation, PLC minutes, lesson plans, student achievement data
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1. Determining the best way for students to consistently produce written work since students do not produce written work in the traditional way.	1B.1. Alternatives will be identified with the teachers to best review the progress of the student.	1B.1. ESE Specialist, Administrator and Science Coach, ESE Teacher	1B.1. Classroom walkthroughs, lesson plans, coaching, student work samples.	1B.1. classroom observation/walkthrough tool and data Student writing samples
Writing Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Increase the number of students who are considered proficient in Writing as measured by the Florida Alternative Assessment	83% (5) of the students assessed in the Florida Alternative Assessment (FAA) in Writing achieved level 4 or higher	88% of the students assessed in the Florida Alternative Assessment (FAA) in Writing will achieve level 4 or higher					

Writing Professional Development

August 2012

Rule 6A-1.099811

Revised April 29, 2011

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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
Writing Plan	All Language Arts	Mary Branum	All Language Arts	PD Fridays ongoing	Lesson study, Lesson Plans, Classroom Walkthroughs, Student Practice Assessment Data	Literacy Coach, Administration
Comprehensive Instruction Sequence	All Reading and Language Arts	Mary Branum	All Language Arts and Reading Teachers	PD Fridays ongoing	Lesson study, Lesson Plans, Classroom Walkthroughs, Student Practice Assessment Data	Literacy Coach, Administration
Gradual Release "I Do"	All Reading and Language Arts	Mary Branum	All Language Arts and Reading Teachers	PD Fridays ongoing	Lesson study, Lesson Plans, Classroom Walkthroughs, Student Practice Assessment Data	Literacy Coach, Administration
Common Planning	All Language Arts Teachers	Mary Branum	All Language Arts Teachers	Tuesday, Thursday ongoing	Lesson study, Lesson Plans, Classroom Walkthroughs, Student Practice Assessment Data, Common Planning minutes	Literacy Coach, Administration
Lesson Study	All Language Arts Teachers	Mary Branum	All Language Arts Teachers	Tuesday, Thursday ongoing	Lesson study, Lesson Plans, Classroom Walkthroughs, Student Practice Assessment Data, Common Planning minutes	Literacy Coach, Administration
Differentiated Instruction	Select Reading and Language Arts	HIVE Leader	Identified Language Arts and Reading Teachers	Ongoing with consultant	Lesson study, Lesson Plans, Classroom Walkthroughs, Student Practice Assessment Data	Literacy Coach, Administration
Kagan	Select Reading and Language Arts	HIVE Leader	Identified Language Arts and Reading Teachers	Monthly meetings ongoing	Lesson study, Lesson Plans, Classroom Walkthroughs, Student Practice Assessment Data	Literacy Coach, Administration

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			

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

End of Writing Goals

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

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

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

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Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

End of Civics Goals

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

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

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in U.S. History.			1.1. Inconsistent use of the guided practice (e.g., collaborative structures, small groups, checks for understanding) component of the "Gradual Release Instructional Model" to reinforce the Next Generations Sunshine State Standards.	1.1. Student achievement will improve when teachers provide students with opportunities to use guided practice as a component of the "Gradual Release Instructional Model" Provide differentiated professional development on all components of the "Gradual Release Model" Teachers will utilize all components of "gradual release" within lessons.	1.1. Social Studies Coach, Instructional Leaders (HIVE), Administration	1.1. Classroom observations, teacher conferencing, lesson plan reviews, coaches log, PD documentation	1.1. Classroom observations, teacher conferencing, coaching documentation, PLC minutes, lesson plans, student achievement data
U.S. History Goal #1: 35% of students tested will achieve a level 3.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A levels were not assigned in 2011-2012.						
	35% of students will achieve a level 3.						
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1. Inconsistent use of higher order thinking strategies to promote student-to-student discourse during daily instruction.	2.1. Teachers will implement the use of higher-order thinking strategies and promote the use of student discourse .	2.1. Social Studies Coach Administration Instructional Leaders (HIVE)	2.1. Classroom observations, teacher conferencing, lesson plan reviews, coaches log, PD documentation	2.1. Classroom observations, teacher conferencing, coaches documentation, PLC minutes, lesson plans, student achievement data
U.S. History Goal #2: 5% of students will achieve a level 4 or 5.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A levels were not assigned in 2011-2012.						
		5% of students will achieve a level 4 or 5.					

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		2.2. Inconsistence use of high complexity tasks and rigorous assessments to align with the strategic, complex and extended reasoning required of the Next Generation Sunshine State Standards	2.2. Teachers will provide students with high cognitive complexity tasks and rigorous assessments which match the rigor of the next Generation Sunshine State Standards.	2.2. Social Studies Coach Administration Instructional Leaders (HIVE)	2.2. Classroom observations, teacher conferencing, lesson plan reviews, coaches log, PD documentation	2.2. Classroom observations, teacher conferencing, coaches documentation, PLC minutes, lesson plans, student achievement data
		2.3.	2.3.	2.3.	2.3.	2.3.

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U.S. History Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Planning	Social Studies Teachers	HIVE Leader	All Social Studies Teachers	Tuesday, Thursday ongoing	Lesson study, Lesson Plans, Classroom Walkthroughs, Student Practice Assessment Data, Common Planning minutes	HIVE Leader, Administration
Lesson Study	Social Studies Teachers	HIVE Leader	All Social Studies Teachers	Tuesday, Thursday ongoing	Lesson study, Lesson Plans, Classroom Walkthroughs, Student Practice Assessment Data, Common Planning minutes	HIVE Leader, Administration
Differentiated Instruction	Select Social Studies Teachers	HIVE Leader	Identified Social Studies Teachers	Ongoing with consultant	Lesson study, Lesson Plans, Classroom Walkthroughs, Student Practice Assessment Data	HIVE Leader, Administration
Kagan	Select Social Studies Teachers	HIVE Leader	Identified Social Studies Teachers	Monthly meetings ongoing	Lesson study, Lesson Plans, Classroom Walkthroughs, Student Practice Assessment Data	HIVE Leader, Administration
NG-CARPD	Select Social Studies Teachers	Mary Branum	Identified Social Studies Teachers	Ongoing with Literacy Coach	Lesson study, Lesson Plans, Classroom Walkthroughs, Student Practice Assessment Data	HIVE Leader, Literacy Coach

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

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

End of U.S. History Goals

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Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Lack of parental support and intervention strategies.	1.1. Implement intervention strategies. Continue use of PBS to increase positive culture. Continue use of Family School Liaison to ensure full implementation.	1.1. Guidance Counselor FSL Administration RtI/PBS Coach	1.1. Tracking of students attendance	1.1 AS400, Progress Monitoring Software, FIDO
Attendance Goal #1: <i>Our attendance goal for 2012-2013 is to increase our average daily attendance from 88% last year to 90%, which this year is *1431 students. (based on enrollment of 1591 students)</i>	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	88% (1400)	90% (1431)					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	236	215					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
24	10						
			1.2. At-risk students are not identified in a timely manner	1.2. RtI leadership team will review attendance data on a monthly basis to identify at-risk students and develop appropriate interventions. Leadership team will establish norms, roles and responsibilities for all team members. RtI Coach will facilitate problem solving sessions to address attendance issues. RtI leadership team will develop,	1.2. RtI Coach Guidance Counselors RtI Team Administration	1.2. Review of monthly data regarding student attendance	1.2. AS400, Progress Monitoring, FIDO, RtI meeting minutes.

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			implement and evaluate attendance intervention plans.			
		1.3. Lack of incentives to have students here.	1.3. RtI team will develop and implement a school-wide attendance plan that will increase the daily attendance to 90%.	1.3. RtI Coach Guidance Counselors RtI Team Administration	1.3. Review of monthly data regarding student attendance	1.3. AS400, Progress Monitoring, FIDO, RtI meeting minutes.

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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBS Interventions Year 3	ALL	Janis Modeste	School wide	Ongoing support through PLC	Monitoring of excessive absences report	Data clerk, Guidance Counselors, PBS site 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

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Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1.	1.1.	1.1.	1.1.	1.1.
Suspension Goal #1: <i>Our suspension goal for the 2012-2013 school year is to decrease our total number of Out-of-school suspensions by 10%.</i>	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions	Teachers do not properly use discipline procedures nor proper documentation of student behaviors.	Teacher training of the correct use of discipline procedures, including use of behavior tracking sheets.	PBS Team, RtI leadership team, school-based administrators.	Administrative monitoring, PBS team meetings	Discipline data from AS400
	N/As	200					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	N/A	120					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	364	200					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
249	150						
			1.2. Unused alternatives to out-of-school suspensions	1.2. Use LOP, Wednesday and Saturday school for Level 1 and some Level 2 infractions.	1.2. Administration RtI Coach	1.2. Administrative monitoring, PBS team meetings	1.2. Discipline data from AS400
			1.3.	1.3.	1.3.	1.3.	1.3.

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Discipline documentation and tracking forms	School wide	Rtl Coach, Administrator	School-Wide	Preplanning booster training Teacher workday	PLC meetings to discuss discipline tracking and documentation forms.	Administrators
Positive Behavior Support Interventions	School-wide	PBS Team	School Wide	Once per term	Shown use of behavior interventions in discipline documentation	Administrators, RtI/PBS team

Suspension Budget (Insert rows as needed)

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

End of Suspension Goals

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Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention			1.1.	1.1.	1.1.	1.1.	1.1.
Dropout Prevention Goal #1: Our goal for the 2012-2013 school year is to increase our graduation rate by .5%.	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*	Students feel that a high school diploma is an unattainable goal.	The use of E2020 for grade forgiveness/credit recovery for students who are lacking appropriate credits.	Jim Demarco	Amount of credits recovered.	AS400 FIDO E2020 reports
	2.00	1.5					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	87.1	88.1					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
			1.4	1.4	1.4	1.4	1.4

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Graduation Requirements	School-wide	HIVE (PLC) Leaders	PLC Teams	Throughout the spring	Conversation documentation	HIVE (PLC) leaders
Provide ACT, SAT, and FCAT assistance to 11 th	School-wide	HIVE (PLC) Leaders	PLC Teams	Throughout the school year	Conversation documentation in PLC meeting	HIVE (PLC) leaders

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and 12 th graders in need.						
Positive Behavior Intervention Training	School-wide	PBS Team	School-wide	Preplanning, teacher work days, Data Newsletter	Documentation in Discipline tracking	Administrators
Sylvan Learning Strategies	Intensive Language Arts Teachers	Sylvan	Intensive LA Teachers	Preplanning	Lesson plans, student score reports	Administration, Literacy Coach, Sylvan Consultant.

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Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1.	1.1.	1.1.	1.1.	1.1.
<u>Parent Involvement Goal #1:</u> Increase the number of interactions by 20% by utilizing the Family School Liaison.	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>	Lack of knowledge of available services	Use call out systems to make parents aware of service Increase services available at the Outreach Center Visit churches and community organizations to increase awareness. FSL will create informational packets to be provided to families as students enroll.	FSL	Increased parent interaction with school staff	Documentation of FSL log.
	30%	50%	1.2. Lack of identified family needs	1.2. Implement communication with Homeless District Representative to identify students impacted. Refer to Social Worker	FSL	1.2. Increase available assistance to economically disadvantaged students.	1.2. District provided list, Documentation of teacher and family interactions.
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FSL and its role	All	School based FSL	School Wide	PLC's during preplanning	Ongoing discussions with guidance regarding student progress/family needs.	RtI Leadership Team/ School based administrators
Use and	All	School based	School Wide	PLC's during preplanning	Use of referral system in place,	RtI Coach

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implementation of FSL referral form		FSL			documentation of referral forms with follow-up meetings with teachers and parents	
Teacher awareness of homeless students	Affected Teachers	FSL	School-Wide	Ongoing	Use of referral system to provide ongoing support for teachers of affected students.	FSL

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Parent Involvement Budget

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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)

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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
STEM Goal #1: Increase the connection of the CTE programs with core curriculum courses	1.1. CTE programs curriculum is not aligned and taught in the same manner as it is presented in the core areas.	1.1. CTE programs will follow core curriculum course maps to align instruction for a timely delivery where concepts are taught simultaneously to ensure appropriate instruction is given.	1.1. CTE Administrator HIVE Leaders	1.1. Students will use consistent methods as presented through core subject areas to solve problems and demonstrate skills in CTE programs	1.1. Classroom walkthroughs, lesson plans, common planning minutes, HIVE meeting minutes, student work samples.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Core to CTE Crosswalk	All CTE	HIVE Leader	All CTE, Math teachers, science teachers	4 th Wednesday of the month	Lesson study, Lesson Plans, Classroom Walkthroughs, Student Practice Assessment Data, Common Planning minutes	HIVE leaders, Coaches, Administration
C2Ready	All	Academic Coaches	School-wide	2 nd Wednesday of the month	Lesson study, Lesson Plans, Classroom Walkthroughs, Student Practice Assessment Data, Common Planning minutes	HIVE leaders, Coaches, Administration

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STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
CTE Goal #1: <i>Increase percentage of students who pass Industrial Certification exams.</i> Increase number of CTE Academies. Increase number of teachers with NGCATER/FOR-Pd/CAR-PD training.	1.1. Lack of use of pre-assessments to monitor student mastery.	1.1. Implement the use of CTE pre-assessments to target student needs. Teachers will use data to form small groups in which they will reteach based on results of assessments/	1.1. Kim Brown Administration	1.1. Pre and Post assessments as well as CTE Certifications earned.	1.1. Lesson plans, common planning minutes, student achievement data.
	1.2. Teachers not certified in area in which students are to be certified.	1.2. Teachers will obtain certification in appropriate area.	1.2. Kim Brown Administration	1.2. Teacher certification	1.2. Score reports for certification exams.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Planning	CTE Teachers	HIVE Leader	All CTE Teachers	Tuesday, Thursday ongoing	Lesson study, Lesson Plans, Classroom Walkthroughs, Student Practice Assessment Data, Common Planning minutes	HIVE Leader, Administration
Lesson Study	CTE Teachers	HIVE Leader	All CTE Teachers	Tuesday, Thursday ongoing	Lesson study, Lesson Plans, Classroom Walkthroughs, Student Practice Assessment Data, Common Planning minutes	HIVE Leader, Administration
Differentiated Instruction	Select CTE Teachers	HIVE Leader	Identified CTE Teachers	Ongoing with consultant	Lesson study, Lesson Plans, Classroom Walkthroughs, Student Practice Assessment Data	HIVE Leader, Administration
Kagan	Select CTE Teachers	HIVE Leader	Identified CTE Teachers	Monthly meetings ongoing	Lesson study, Lesson Plans, Classroom Walkthroughs, Student Practice Assessment Data	HIVE Leader, Administration

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

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CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal			1.1.	1.1	1.1.	1.1.	1.1.
Additional Goal #1: <i>Cut bullying incidents by 50%.</i>	<u>2012 Current Level</u> :*	<u>2013 Expected Level</u> :*	Students not aware of appropriate reporting.	Continue implementation of anonymous reporting system and train students how use of the system.	Administration	Completion of bullying investigations.	District reporting forms
	7	3					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBS Interventions Year 3	ALL	Janis Modeste	School wide	Ongoing support through PLC	Review incident reports	Data clerk, Guidance Counselors, PBS site team

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Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal			1.1. Teacher accessibility to webpage	1.1. Teachers will be given access upon clearance of district hiring process, and trained by school tech con on setup.	1.1. Technology AP	1.1. Webpage review	1.1. TEAM assessment
Additional Goal #1: Teachers will have and maintain webpages to increase student contact regarding course expectations and useful resources. Teachers will use Edusoft to progress monitor students via mini assessments in areas of math, reading, science, and writing Teachers/Staff will utilize Progress Monitoring Software to monitor progress of students who are not successful in classes.	2012 Current Level :*	2013 Expected Level :*					
	80%(76) teachers	85%(81) teachers					
	48%(45) teachers	53%(54) teachers					
	80%(76) teachers	90%(86) teachers	1.2. Lack of access to program and scanners	1.2. Scanners have been placed in localized settings Test coordinator will be used to train and assist teachers with Edusoft	1.2. Testing AP Testing Coordinator	1.2. Weekly review of mini assessment data and LBA's	1.2. Edusoft performance reports
			1.4. Teacher buy-in to use of the Progress Monitoring program	1.3. Success of students tracked in the 2011-2012 school will be used to create a sense of urgency for use of the program.	1.3. Kelley-Truitt LQ Guidance counselor	1.3. Weekly review of input from teachers and tracking of interventions	1.3. Progress Monitoring input reports.

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Webpage training	All	Don Herold	School-wide	Ongoing through common plan meetings	Webpage review	Administration
Edusoft	All	Test Coordinator	School-wide	Ongoing through common plan meetings	Classroom walkthroughs, lesson plans, student data	Administration
Progress Monitoring Training	All	Cat Lockett/Janis Modeste	School-wide	Ongoing through common plan meetings, HIVE meetings	PM documentations of interventions	Administration, Lowest Quartile Counselor

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

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

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

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total:
CELLA Budget	Total:
Mathematics Budget	Total:
Science Budget	Total:
Writing Budget	Total:
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
STEM Budget	Total:
CTE Budget	Total:
Additional Goals	Total:
	Grand Total:

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

Are you reward school? Yes No

(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

- 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.

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.

Describe the projected use of SAC funds.	Amount