

Florida Department of Education



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

2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Transitions	District Name: St. Johns
Principal: Patricia McMahon	Superintendent: Joseph Joyner
SAC Chair: Matthew Potak	Date of School Board Approval: 11/13/2012

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Patricia McMahon	B.A. English B.A. Education M.A. Educational Leadership	8	12	N/A
Assistant Principal	N/A				

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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)
	N/A				

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. As a Title 1 school only Highly Qualified Staff are hired.	Principal	ongoing
2.		
3.		
4.		

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Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
None	

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
5	1 (20%)	2 (40%)	2 (40%)						

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
Kristopher Rule	William Wood	New Teacher	Shadowing
			Common planning

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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: Funds will be used to provide Psychiatric Services to better enhance the learning environment of the Transitions student population; and to more readily meet their individualized goals as it pertains to their mental health needs.
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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Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)

School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team. **Instructors, Administration and Counselors**

Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? **The Transition School conducts weekly staffings where individual students are discussed. As a Separate Day School all students come already pre-identified as students with disabilities. However, if additional needs for students become evident the faculty is ready to begin the RtI process for additional services.**

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? **The RtI team also serves on the SIP team and offers information and suggestions as necessary.**

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. **FCAT, FAIR, Think-link, Point-sheets, Psychiatrist notes, referrals from outside services, Department of Juvenile Justice**

Describe the plan to train staff on MTSS.
District In-service programs, staff meetings

Describe the plan to support MTSS.
District In-service, Administrator, District Team

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).
Instructors, Principal and counselors

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
Teaming meetings to address students in need of additional literacy training. (Identified via FCAT scores)SES tutoring

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

Increase literacy based on FCAT scores as possible due to the continually changing population.

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.

N/A

**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?

All instructional staff is either Reading endorsed or is pursuing the reading endorsement. Reading is taught on a daily basis and is supplemented with Achieve 3000/Teen biz and FCAT Buckle Up.

**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?

The majority of the Transition students are on a special diploma track. Utilizing either the Peers or Unique Skills curriculum students are exposed to life skills, job readiness and daily living skills on a regular basis. Students are encouraged to apply daily lessons to life lessons to make learning more relevant to their future.

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

Students are enrolled in Unique Skills and/or Career Education courses at the Transition School

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](#).

Most Transition students are transitioned back to their home zoned school prior to high school graduation. Those that stay are referred to Vocational Rehabilitation for additional services.

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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. At risk student population Transient nature of the student population Majority of student population has huge learning gaps due to their disabilities.	<ul style="list-style-type: none"> ● 1A.1. Enrollment in Intensive Reading ● Enrollment in Achieve 3000/Teen biz 	1A.1. Instructors and administration	1A.1. comparison of results from start to finish	1A.1. Achieve 3000 Discovery Ed FCAT results		

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Reading Goal #1A:	2012 Current	2013 Expected					
	Level of Performance:*	Level of Performance:*					
<p>Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.</p>							
	17%	25%					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
<p>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</p>	<p>1B.1. At risk student population Transient nature of the student population Majority of student population has huge learning gaps due to their disabilities.</p>	<p>1B.1. Enrolled in Unique Learning Systems derived from Access Points. Continue progress monitoring</p>	<p>1B.1. Instructors and administration</p>	<p>1B.1. Comparison of results from start to finish</p>	<p>1B.1. 2.1. Florida Alternative Assessment</p>		

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Reading Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p>Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.</p>							
	0%	0%					
		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 in reading.	2A.1. At risk student population Transient nature of the student population Majority of student population has huge learning gaps due to their disabilities.	2A.1. Enroll in Achieve 3000 Continue progress monitoring	2A.1. Instructors and administration	2A.1. comparison of results from start to finish	2A.1. Achieve 3000 Discovery Ed FCAT results		
<u>Reading Goal #2A:</u> Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	0%	0%					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	

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		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1. At risk student population Transient nature of the student population Majority of student population has huge learning gaps due to their disabilities.	2B.1. Enrolled in Unique Learning Systems derived from Access Points. Continue progress monitoring	2B.1. Instructors and administration	2B.1. comparison of results from start to finish	2B.1. Florida Alternative Assessment		
<u>Reading Goal #2B:</u> Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	0%	0%					
		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		
<p>3A. FCAT 2.0: Percentage of students making learning gains in reading.</p>	<p>3A.1. At risk student population Transient nature of the student population. Majority of student population has huge learning gaps due to their disabilities.</p>	<p>3A.1. Enroll in Achieve 3000 Continue progress monitoring</p>	<p>3A.1. Instructors and administrators</p>	<p>3A.1. Comparison of results from start to finish</p>	<p>3A.1. Achieve 3000 Discovery Ed FCAT results</p>		
<p><u>Reading Goal #3A:</u> Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.</p>	<p><u>2012 Current Level of Performance.*</u></p>	<p><u>2013 Expected Level of Performance.*</u></p>					
	N/A	N/A					

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		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 reading.	3B.1. At risk student population Transient nature of the student population. Majority of student population has huge learning gaps due to their disabilities.	3B.1. Enrolled in Unique Learning Systems derived from Access Points. Continue progress monitoring	3B.1. Instructors and administrators	3B.1 . Comparison of results from start to finish	3B.1 Florida Alternative Assessment		
Reading Goal #3B: Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	

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		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. At risk student population Transient nature of the student population. Majority of student population has huge learning gaps due to their disabilities.	4A.1. Enroll in Intensive Reading. Enroll in Achieve 3000 Continue progress monitoring	4A.1. Instructors and administrators	4A.1. Comparison of results from start to finish	4A.1. Achieve 3000 Discovery Ed FCAT results		
<u>Reading Goal #4A:</u> Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	0%	0%					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.	4B.1. At risk student population Transient nature of the student population Majority of student population has huge learning gaps due to their disabilities.	4B.1. Enrolled in Unique Learning Systems derived from Access Points. Continue progress monitoring	4B.1 . Instructors and administrators	4B.1 . Comparison of results from start to finish	4B.1. Florida Alternative Assessment		
<u>Reading Goal #4B:</u> Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	0%	0%					

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		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	
Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011	There are not enough students to produce subgroups for % baseline.					
<u>Reading Goal #5A:</u> Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.							
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		

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<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p>	<p>5B.1. White: Black: Hispanic: Asian: American Indian: There are not enough students to produce subgroups for % information</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>		
<p><u>Reading Goal #5B:</u> Sub groups are not generated for this student population, enrollment counts don't meet the AYP subgroup minimum.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White: Black: Hispanic: Asian: American Indian:</p>	<p>White: Black: Hispanic: Asian: American Indian:</p>					
		<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	
		<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	

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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. At risk student population Transient nature of the student population. Majority of student population has huge learning gaps due to their disabilities.	5C.1. One on One tutoring as needed Enroll in Achieve 3000 Continue progress monitoring	5C.1. Instructors and administrators	5C.1. Comparison of results from start to finish	5C.1. Achieve 3000 Discovery Ed FCAT results Star Reading		
Reading Goal #5C: Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	0%	0%					

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		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. At risk student population Transient nature of the student population. Majority of student population has huge learning gaps due to their disabilities.	5D.1. Enroll in Intensive Reading Place in small group setting for educational purposes Enroll in Achieve 3000 Continue progress monitoring	5D.1. Instructors and administrators	5D.1. Comparison of results from start to finish	5D.1. Achieve 3000 Discovery Ed FCAT results STAR Reading		

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<p>Reading Goal #5D:</p> <p>Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	0%	0%					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	
<p>Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p>	<p>5E.1. Majority of student population has huge learning gaps due to their disabilities. At risk student population Transient nature of the student population</p>	<p>5E.1. Enroll in Intensive Reading Place in small group setting for educational purposes Enroll in Achieve 3000 Continue progress monitoring</p>	<p>5E.1. Instructors and administrators</p>	<p>5E.1. Comparison of results from start to finish</p>	<p>5E.1. Achieve 3000 Discovery Ed FCAT results STAR Reading</p>		
<p><u>Reading Goal #5E:</u> Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
<p></p>	<p>0%</p>	<p>0%</p>					
<p></p>		<p>5E.2.</p>	<p>5E.2.</p>	<p>5E.2.</p>	<p>5E.2.</p>	<p>5E.2.</p>	
<p></p>		<p>5E.3.</p>	<p>5E.3.</p>	<p>5E.3.</p>	<p>5E.3.</p>	<p>5E.3.</p>	

Reading Professional Development

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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
Introduction to CCSS standards	k-12	District Administrator	All instructional staff	On going	Sin in Sheets CCSS verification standards	SAC Chair Admin

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Reading Budget (Insert rows as needed) N/A

Include only school funded activities/ materials and exclude district funded activities/materials. N/A			
Evidence-based Program(s)/Materials(s) N/A			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
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. At risk student population Transient nature of the student population Majority of student population has huge learning gaps due to their disabilities.	1.1. Enroll in Achieve 3000 Continue progress monitoring	1.1. Instructors and administrators	1.1. comparison of results from start to finish	1.1. Achieve 3000 Discovery Ed FCAT results	
CELLA Goal #1: Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.	2012 Current Percent of Students Proficient in Listening/Speaking:					
	N/A					

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		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in reading.	2.1. At risk student population Transient nature of the student population Majority of student population has huge learning gaps due to their disabilities.	2.1. Enroll in Achieve 3000 Continue progress monitoring	2.1. Instructors and administrators	2.1. comparison of results from start to finish	2.1. Achieve 3000 Discovery Ed FCAT results	
<u>CELLA Goal #2:</u> Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.	<u>2012 Current Percent of Students Proficient in Reading:</u>					
	N/A					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	2.1. At risk student population Transient nature of the student population. Majority of student population has huge learning gaps due to their disabilities.	2.1. Begin utilizing the CCSS to write across the curriculum Daily writing prompts Continue progress monitoring	2.1. Instructors and administrators	2.1. comparison of results from start to finish	2.1. Discovery Ed FCAT results	
CELLA Goal #3: Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	N/A					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed) N/A

Include only school-based funded activities/materials and exclude district funded activities/materials. N/A			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
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. At risk student population Transient nature of the student population Majority of student population has huge learning gaps due to their disabilities.	1A.1 Enroll in Accelerated Math Continue progress monitoring	1A.1. Instructors and administrators	1A.1. Comparison of results from start to finish	1A.1. Discovery Ed FCAT results		

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<u>Mathematics Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.							
	25%	35%					
		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. At risk student population Transient nature of the student population Majority of student population has huge learning gaps due to their disabilities.	1B.1. Enroll in Accelerated Math Enrolled in Unique Learning Systems derived from Access Points. Continue progress monitoring	1B.1. Instructors and administrators	1B.1. comparison of results from start to finish	1B.1. Florida Alternative Assessment		

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<u>Mathematics Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.							
	0%	0%					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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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. At risk student population Transient nature of the student population. Majority of student population has huge learning gaps due to their disabilities.	1A.1. SES tutoring as appropriate Enroll in Accelerated Math Continue progress monitoring	1A.1. Instructors and administrators	1A.1. comparison of results from start to finish	1A.1. Discovery Ed FCAT results		

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<u>Mathematics Goal</u> <u>#1A:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.							
	0%	0%					
		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. At risk student population Transient nature of the student population Majority of student population has huge learning gaps due to their disabilities.	1B.1. Enrolled in Unique Learning Systems derived from Access Points. Continue progress monitoring	1B.1. Instructors and administrators	1B.1. comparison of results from start to finish	1B.1. Florida Alternative Assessment		

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<u>Mathematics Goal</u> <u>#1B:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.							
	0%	0%					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</p>	<p>2A.1. At risk student population Transient nature of the student population. Majority of student population has huge learning gaps due to their disabilities.</p>	<p>2A.1. Enroll in Achieve 3000 Continue progress monitoring</p>	<p>2A.1. Instructors and administrators</p>	<p>2A.1 . Comparison of results from start to finish</p>	<p>2A.1. Discovery Ed FCAT results</p>		
<p><u>Mathematics Goal #2A:</u> Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>0%</i></p>	<p><i>0%</i></p>					
		<p>2A.2.</p>	<p>2A.2.</p>	<p>2A.2.</p>	<p>2A.2.</p>	<p>2A.2.</p>	
		<p>2A.3.</p>	<p>2A.3.</p>	<p>2A.3.</p>	<p>2A.3.</p>	<p>2A.3.</p>	

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<p>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</p>	<p>2B.1. At risk student population Transient nature of the student population. Majority of student population has huge learning gaps due to their disabilities.</p>	<p>2B.1. Enrolled in Unique Learning Systems derived from Access Points. Continue progress monitoring</p>	<p>2B.1. Instructors and administrators</p>	<p>2B.1. Comparison of results from start to finish</p>	<p>2B.1. Florida Alternative Assessment</p>		
<p><u>Mathematics Goal #2B:</u> Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>0%</p>	<p>0%</p>					
		<p>2B.2.</p>	<p>2B.2.</p>	<p>2B.2.</p>	<p>2B.2.</p>	<p>2B.2.</p>	
		<p>2B.3.</p>	<p>2B.3.</p>	<p>2B.3.</p>	<p>2B.3.</p>	<p>2B.3.</p>	

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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		
<p>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</p>	<p>3A.1. At risk student population Transient nature of the student population Majority of student population has huge learning gaps due to their disabilities.</p>	<p>3A.1. SES tutoring as appropriate Enroll in Accelerated Math Continue progress monitoring</p>	<p>3A.1. Instructors and administrators</p>	<p>3A.1. Comparison of results from start to finish</p>	<p>3A.1. Star Math FCAT scores</p>		
<p><u>Mathematics Goal #3A:</u> Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.</p>	<p><u>2012 Current Level of Performance.*</u></p>	<p><u>2013 Expected Level of Performance.*</u></p>					
	N/A	N/A					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	

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		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1. At risk student population Transient nature of the student population Majority of student population has huge learning gaps due to their disabilities.	3B.1. Low student ratio tutoring/instruction Enrolled in Unique Learning Systems derived from Access Points. Continue progress monitoring	3B.1. Instructors and administrators	3B.1. Comparison of results from start to finish	3B.1. Florida Alternative Assessment		
<u>Mathematics Goal #3B:</u> Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
	N/A	N/A					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	

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		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1. At risk student population Transient nature of the student population. Majority of student population has huge learning gaps due to their disabilities.	4A.1. Enroll in Accelerated Math Continue progress monitoring	4A.1. Instructors and administrators	4A.1. Comparison of results from start to finish	4A.1 Star Math Discovery Ed FCAT results		
<u>Mathematics Goal #4A:</u> Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	0%	0%					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.	4B.1. At risk student population Transient nature of the student population. Majority of student population has huge learning gaps due to their disabilities.	4B.1. Low student/teacher ratio for instruction Enrolled in Unique Learning Systems derived from Access Points. Continue progress monitoring	4B.1. Instructors and administrators	4B.1. Comparison of results from start to finish	4B.1 Florida Alternative Assessment ULS evaluations		
<u>Mathematics Goal #4B:</u> Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	0%	0%					

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		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.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%.	Baseline data 2010-2011						
<p><u>Mathematics Goal #5A:</u></p> <p>Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.</p>	N/A	There are not enough students to form subgroups for baseline 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 subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p>	<p>5B.1. White: Black: Hispanic: Asian: American Indian:</p> <p>There are not enough students to form subgroups for baseline data</p>	5B.1.	5B.1.	5B.1.	5B.1.		
<p><u>Mathematics Goal #5B:</u></p> <p>Sub groups are not generated for this student population, enrollment counts don't meet the AYP subgroup minimum.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White: Black: Hispanic: Asian: American Indian:</p>	<p>White: Black: Hispanic: Asian: American Indian:</p>					
		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. There are not enough students to form subgroups for baseline data	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Mathematics Goal #5C:</u> Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	0%	0%					
	There are not enough students to form subgroups for baseline data	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.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		
<p>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</p>	<p>5D.1. At risk student population Transient nature of the student population. Majority of student population has huge learning gaps due to their disabilities.</p>	<p>5D.1. Low student/teacher ratio Enroll in Accelerated Math Continue progress monitoring</p>	<p>5D.1. Instructors and administrators</p>	<p>5D.1. Comparison of results from start to finish</p>	<p>5D.1. Star Math Discovery Ed FCAT results</p>		
<p><u>Mathematics Goal #5D:</u> Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>N/A</p>	<p>N/A</p>					
		<p>5D.2.</p>	<p>5D.2.</p>	<p>5D.2.</p>	<p>5D.2.</p>	<p>5D.2.</p>	

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		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1. At risk student population Transient nature of the student population. Majority of student population has huge learning gaps due to their disabilities.	5E.1. Low student/ teacher ratio Enroll in Accelerated Math Continue progress monitoring	5E.1. Instructors and administrators	5E.1. Comparison of results from start to finish	5E.1. Discovery Ed FCAT results		
<u>Mathematics Goal #5E:</u> Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	N/A	N/A					
		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	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		
<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</p>	<p>1A.1. At risk student population Transient nature of the student population. Majority of student population has huge learning gaps due to their disabilities.</p>	<p>1A.1. Low student/teacher ratio Enroll in Achieve 3000 Continue progress monitoring</p>	<p>1A.1. Instructors and administrators</p>	<p>1A.1. Comparison of results from start to finish</p>	<p>1A.1. Star Math Discovery Ed FCAT results</p>		

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<u>Mathematics Goal</u> <u>#1A:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.							
	0%	0%					
		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. At risk student population Transient nature of the student population. Majority of student population has huge learning gaps due to their disabilities.	1B.1. Low student/ teacher ration Enrolled in Unique Learning Systems derived from Access Points. Continue progress monitoring	1B.1. Instructors and administrators	1B.1. Comparison of results from start to finish	1B.1. Florida Alternative Assessment		

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<u>Mathematics Goal</u> <u>#1B:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.							
	0%	0%					
		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		
<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</p>	<p>2A.1. At risk student population Transient nature of the student population Majority of student population has huge learning gaps due to their disabilities.</p>	<p>2A.1. Low student/teacher ration Enroll in Achieve 3000 Continue progress monitoring</p>	<p>2A.1. Instructors and administrators</p>	<p>2A.1. Comparison of results from start to finish</p>	<p>2A.1. Star Math Discovery Ed FCAT results</p>		
<p><u>Mathematics Goal #2A:</u> <i>Enter narrative for the goal in this box.</i> Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	0%	0%					

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		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. At risk student population Transient nature of the student population. Majority of student population has huge learning gaps due to their disabilities.	2B.1. Enroll in Achieve 3000 Enrolled in Unique Learning Systems derived from Access Points. Continue progress monitoring	2B.1. Instructors and administrators	2B.1. comparison of results from start to finish	2B.1 ULS evaluations Florida Alternative Assessment		
<u>Mathematics Goal #2B:</u> Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	0%	0%					

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		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1. At risk student population Transient nature of the student population. Majority of student population has huge learning gaps due to their disabilities.	3A.1. Low student / teacher ratio Enroll in Achieve 3000 Continue progress monitoring	3A.1 . Instructors and administrators	3A.1 . Comparison of results from start to finish	3A.1. Star Math Discovery Ed FCAT results		

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<u>Mathematics Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.</p>							
	N/A	N/A					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
<p>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</p>	<p>3B.1. At risk student population Transient nature of the student population. Majority of student population has huge learning gaps due to their disabilities.</p>	<p>3B.1. Low student/teacher ratio Enrolled in Unique Learning Systems derived from Access Points. Continue progress monitoring</p>	<p>3B.1. Instructors and administrators</p>	<p>3B.1. comparison of results from start to finish</p>	<p>3B.1. USL evaluations Florida Alternative Assessment</p>		

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<u>Mathematics Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.							
	N/A	N/A					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</p>	<p>4A.1. At risk student population Transient nature of the student population. Majority of student population has huge learning gaps due to their disabilities.</p>	<p>4A.1. Low teacher/student ration Enroll in Achieve 3000 Continue progress monitoring</p>	<p>4A.1. Instructors and administrators</p>	<p>4A.1. Comparison of results from start to finish</p>	<p>4A.1 Star Math Discovery Ed FCAT results</p>		
<p><u>Mathematics Goal #4A:</u> Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>0%</p>	<p>0%</p>					
		<p>4A.2.</p>	<p>4A.2.</p>	<p>4A.2.</p>	<p>4A.2.</p>	<p>4A.2.</p>	
		<p>4A.3.</p>	<p>4A.3.</p>	<p>4A.3.</p>	<p>4A.3.</p>	<p>4A.3.</p>	

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<p>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.</p>	<p>4B.1. At risk student population Transient nature of the student population. Majority of student population has huge learning gaps due to their disabilities.</p>	<p>4B.1. Low student/teacher ration Enrolled in Unique Learning Systems derived from Access Points. Continue progress monitoring</p>	<p>4B.1 . Instructors and administrators</p>	<p>4B.1. Comparison of results from start to finish</p>	<p>4B.1. USL evaluations Florida Alternative Assessment</p>		
<p><u>Mathematics Goal #4B:</u> Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>0%</p>	<p>0%</p>					
		<p>4B.2.</p>	<p>4B.2.</p>	<p>4B.2.</p>	<p>4B.2.</p>	<p>4B.2.</p>	
		<p>4B.3.</p>	<p>4B.3.</p>	<p>4B.3.</p>	<p>4B.3.</p>	<p>4B.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	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011	There are not enough students to form subgroups for baseline data					
<p><u>Mathematics Goal #5A:</u></p> <p>Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.</p>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p>	<p>5B.1. White: Black: Hispanic: Asian: American Indian:</p> <p>There are not enough students to form subgroups for baseline data</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>		
<p><u>Mathematics Goal #5B:</u> Sub groups are not generated for this student population, enrollment counts don't meet the AYP subgroup minimum.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White: Black: Hispanic: Asian: American Indian:</p>	<p>White: Black: Hispanic: Asian: American Indian:</p>					
		<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	
		<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	
<p>Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</p>	<p>5C.1. At risk student population Transient nature of the student population. Majority of student population has huge learning gaps due to their disabilities.</p>	<p>5C.1. Enroll in Achieve 3000 Continue progress monitoring SES tutoring as appropriate Low teacher/student ratio</p>	<p>5C.1 . Instructors and administrators</p>	<p>5C.1. Comparison of results from start to finish</p>	<p>5C.1. Discovery Ed FCAT results</p>		
<p><u>Mathematics Goal #5C:</u> Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>0%</p>	<p>0%</p>					
		<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	<p>5C.2.</p>	
		<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	

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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		
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1. At risk student population Transient nature of the student population. Majority of student population has huge learning gaps due to their disabilities.	5D.1. Low teacher/student ratio Continuous progress monitoring	5D.1 . Instructors and administrators	5D.1 . Comparison of results from start to finish	5D.1. Florida Alternative Assessment		
<u>Mathematics Goal #5D:</u> Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
	NA	NA					

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		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. At risk student population Transient nature of the student population. Majority of student population has huge learning gaps due to their disabilities.	5E.1. SES tutoring as appropriate Enroll in Achieve 3000 Continue progress monitoring	5E.1. Instructors and administrators	5E.1 . Comparison of results from start to finish	5E.1. Discovery Ed FCAT results		
<u>Mathematics Goal #5E:</u> Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					

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		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	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. At risk student population Transient nature of the student population. Majority of student population has huge learning gaps due to their disabilities.	1.1. Enrolled in Unique Learning Systems derived from Access Points. Continue progress monitoring	1.1. Instructors and administrators	1.1. Comparison of results from start to finish	1.1. Florida Alternative Assessment ULS evaluation	

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<p><u>Mathematics Goal #1:</u> Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	0%	0%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
<p>Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:</p>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</p>	<p>2.1. At risk student population Transient nature of the student population. Majority of student population has huge learning gaps due to their disabilities.</p>	<p>2.1. Enrolled in Unique Learning Systems derived from Access Points. Continue progress monitoring</p>	<p>2.1 . Instructors and administrators</p>	<p>2.1 . Comparison of results from start to finish</p>	<p>2.1. Florida Alternative Assessment ULS evaluations</p>		
<p><u>Mathematics Goal #2:</u> Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>0%</p>	<p>0%</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</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 the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</p>	<p>3.1. At risk student population Transient nature of the student population. Majority of student population has huge learning gaps due to their disabilities.</p>	<p>3.1 Enrolled in Unique Learning Systems derived from Access Points. Continue progress monitoring</p>	<p>3.1. Instructors and administrators</p>	<p>3.1 . Comparison of results from start to finish</p>	<p>3.1 Florida Alternative Assessment ULS evaluation</p>		
<p><u>Mathematics Goal #3:</u> Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>N/A</p>	<p>N/A</p>					
		<p>3.2.</p>	<p>3.2.</p>	<p>3.2.</p>	<p>3.2.</p>	<p>3.2.</p>	

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		3.3.	3.3.	3.3.	3.3.	3.3.	
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.	4.1. At risk student population Transient nature of the student population. Majority of student population has huge learning gaps due to their disabilities.	4.1. Enrolled in Unique Learning Systems derived from Access Points. Continue progress monitoring	4.1. Instructors and administrators	4.1. Comparison of results from start to finish	4.1. Florida Alternative Assessment ULS evaluation		
<u>Mathematics Goal #4</u> Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					

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		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3.	4.3.	4.3.	4.3.	4.3.	

End of Florida Alternate Assessment High School Mathematics Goals

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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. Majority of student population has huge learning gaps due to their disabilities. Majority of students on option 1 diploma	1.1. Progress Monitoring Part time tutoring	1.1. Instructors and administrators	1.1. Pre and post data from school evaluation	1.1. EOC Exam		

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<p>Algebra 1 Goal #1: Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>N/A</p>	<p>N/A</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	
<p>Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.</p>	<p>2.1. At risk student population Transient nature of the student population. Majority of student population has huge learning gaps due to their disabilities. Majority on option 1 diploma</p>	<p>2.1. Part time tutoring as appropriate Progress monitoring</p>	<p>2.1 Instructors and administrators</p>	<p>2.1. Pre and post data from school evaluation</p>	<p>2.1 EOC scores</p>		
<p><u>Algebra Goal #2:</u> Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>N/A</p>	<p>N/A</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</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	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 <u>N/A</u>	Due to the transitory nature of the student population baseline data is not available. The same students are not assessed from year to the next.					
<u>Algebra 1 Goal #3A:</u> Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.							

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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 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. White: Black: Hispanic: Asian: American Indian: Sub groups not generated	3B.1.	3B.1.	3B.1.	3B.1.		
<u>Algebra 1 Goal #3B:</u> Sub groups are not generated due to the transient nature of the student population and enrollment counts do not meet the AYP subgroup minimum.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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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. At risk student population Transient nature of the student population. Majority of student population has huge learning gaps due to their disabilities.	3C.1. Progress monitoring Student Tutoring EOC summer camp	3C.1. Instructors and administrators	3C.1. Pre and post data from school evaluation	3C.1. EOC exam results		
<u>Algebra 1 Goal #3C:</u> Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	

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		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.	3D.1. At risk student population Transient nature of the student population. Majority of student population has huge learning gaps due to their disabilities.	3D.1. Student tutoring Progress monitoring EOC summer camp	3D.1. Instructors and administrators	3D.1. Pre and post data from school evaluation	3D.1. EOC exam results		
<u>Algebra 1 Goal #3D:</u> Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					

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		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.	3E.1. At risk student population Transient nature of the student population. Majority of student population has huge learning gaps due to their disabilities.	3E.1. Student Tutoring EOC summer camp Progress monitoring	3E.1 . Instructors and administrators	3E.1. Pre and post data from school evaluation	3E.1 EOC exam results		
<u>Algebra 1 Goal #3E:</u> Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	N/A	N/A					
		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.	1.1. Majority of student population has huge learning gaps due to their disabilities.	1.1. Progress monitoring Summer school Student tutoring	1.1. Instructors and administrators	1.1. Pre and post data from school evaluation	1.1. EOC score		

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Geometry Goal #1:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.							
	N/A	N/A					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</p>	<p>2.1 . At risk student population Transient nature of the student population Majority of student population has huge learning gaps due to their disabilities.</p>	<p>2.1. Part time tutoring Progress monitoring</p>	<p>2.1. Instructors and administrators</p>	<p>2.1. Pre and post data from school evaluation</p>	<p>2.1 EOC score</p>		
<p>Geometry Goal #2: Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>N/A</p>	<p>N/A</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	
		<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	
<p>Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years</p>	<p>2012-2013</p>	<p>2013-2014</p>	<p>2014-2015</p>	<p>2015-2016</p>	<p>2016-2017</p>		

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<p>3A. In six years, school will reduce their achievement gap by 50%.</p>	<p>Baseline data 2011-2012</p>	<p>Data not available as the student population is transitory in nature.</p>					
<p><u>Geometry Goal #3A:</u> Data not available as the student population is transitory in nature.</p>							
<p>Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		
<p>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</p>	<p>3B.1. White: Black: Hispanic: Asian: American Indian: Data not available as the student population is transitory in nature.</p>	<p>3B.1.</p>	<p>3B.1.</p>	<p>3B.1.</p>	<p>3B.1.</p>		

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Geometry Goal #3B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Sub groups are not generated because of transient nature of the student population and enrollment counts do not meet the AYP sub group minimum.							
	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.	3C.1. At risk student population Transient nature of the student population	3C.1. Progress monitoring SES tutoring	3C.1. Instructors and administrators	3C.1. Pre and post data from school evaluation	3C.1. EOC score		

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<p>Geometry Goal #3C:</p> <p>Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>N/A</p>	<p>N/A</p>					
		<p>3C.2.</p>	<p>3C.2.</p>	<p>3C.2.</p>	<p>3C.2.</p>	<p>3C.2.</p>	
		<p>3C.3.</p>	<p>3C.3.</p>	<p>3C.3.</p>	<p>3C.3.</p>	<p>3C.3.</p>	
<p>Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p>3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.</p>	<p>3D.1 . At risk student population Transient nature of the student population . Majority of student population has huge learning gaps due to their disabilities.</p>	<p>3D.1 . Tutoring Progress monitoring</p>	<p>3D.1. Instructors and administrators</p>	<p>3D.1. Pre and post data from school evaluation</p>	<p>3D.1 . EOC score</p>		
<p><u>Geometry Goal #3D:</u> Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>N/A</p>	<p>N/A</p>					
		<p>3D.2.</p>	<p>3D.2.</p>	<p>3D.2.</p>	<p>3D.2.</p>	<p>3D.2.</p>	
		<p>3D.3.</p>	<p>3D.3.</p>	<p>3D.3.</p>	<p>3D.3.</p>	<p>3D.3.</p>	

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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. At risk student population Transient nature of the student population Majority of student population has huge learning gaps due to their disabilities.	3E.1 Tutoring Progress monitoring	3E.1 Instructors and administrators	3E.1 Pre and post data from school evaluation	3E.1 EOC score		
<u>Geometry Goal #3E:</u> Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					

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		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
None at this time						

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Mathematics Budget (Insert rows as needed) N/A

Include only school-based funded activities/materials and exclude district funded activities /materials. N/A			
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. At risk student population Transient nature of the student population. Majority of student population has huge learning gaps due to their disabilities.	1A.1. Progress monitoring Student tutoring	1A.1. Instructors and administrators	1A.1. Pre and post data from school evaluation	1A.1. FCAT results		

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<u>Science Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.							
	0%	0%					
		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 . At risk student population Transient nature of the student population	1B.1. Progress monitoring	1B.1. Instructors and administrators	1B.1 . Pre and post data from school evaluation	1B.1. FCAT results		

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<u>Science Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.</p>							
	<i>0%</i>	<i>0%</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. At risk student population Transient nature of the student population	2A.1. Progress monitoring Student Tutoring	2A.1 . Instructors and administrators	2A.1 . Pre and post data from school evaluation	2A.1 . FCAT results Discovery Ed		
Science Goal #2A: Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	0%	0%					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

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<p>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</p>	<p>2B.1 . At risk student population Transient nature of the student population</p>	<p>2B.1. Enrolled in Unique Learning Systems derived from Access Points. Continue progress monitoring</p>	<p>2B.1. Instructors and administrators</p>	<p>2B.1. Pre and post data from school evaluation</p>	<p>2B.1. ULS evaluations Florida Alternative Assessment</p>		
<p>Science Goal #2B:</p> <p>Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>0%</p>	<p>0%</p>					
		<p>2B.2.</p>	<p>2B.2.</p>	<p>2B.2.</p>	<p>2B.2.</p>	<p>2B.2.</p>	
		<p>2B.3.</p>	<p>2B.3.</p>	<p>2B.3.</p>	<p>2B.3.</p>	<p>2B.3.</p>	

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. At risk student population Transient nature of the student population	1.1. Enrolled in Unique Learning Systems derived from Access Points. Continue progress monitoring	1.1. Instructors and administrators	1.1. Pre and post data from school evaluation	1.1. ULS Florida Alternative Assessment		

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<p><u>Science Goal #1:</u> Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>0%</p>	<p>0%</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		
<p>2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</p>	<p>2.1. At risk student population Transient nature of the student population</p>	<p>2.1. Enrolled in Unique Learning Systems derived from Access Points. Continue progress monitoring</p>	<p>2.1. Instructors and administrators</p>	<p>2.1. Pre and post data from school evaluation</p>	<p>2.1. ULS. Florida Alternative Assessment</p>		

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<u>Science Goal #2</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.							
	0%	0%					
		2.2.	2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	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						

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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		
1. Students scoring at Achievement Level 3 in Biology 1.	1.1. At risk student population Transient nature of the student population	1.1. Student tutoring Progress monitoring	1.1. Instructors Administration	1.1. Pre/Post data from school evaluation	1.1. EOC exam score		
Biology 1 Goal #1: Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	0%	0%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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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		
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.	2.1. At risk student population Transient nature of the student population	2.1. Progress monitoring Student Tutoring	2.1. Administration, Instructors	2.1. Pre and post data from school evaluation	2.1. EOC exam score		
Biology 1 Goal #2: Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	0%	0%					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Biology 1 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
N/A						

Science Budget (Insert rows as needed) N/A

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

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
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. At risk student population Transient nature of the student population	1A.1 - progress monitoring CCSS benchmarks	1A.1. Administration/Instructors	1A.1. Pre and post data from school evaluation	1A.1. Florida Writes		

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<p><u>Writing Goal #1A:</u></p> <p>Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>0%</p>	<p>0%</p>					
		<p>1A.2.</p>	<p>1A.2.</p>	<p>1A.2.</p>	<p>1A.2.</p>	<p>1A.2.</p>	
		<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	
<p>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</p>	<p>1B.1. At risk student population Transient nature of the student population</p>	<p>1B.1. progress monitoring CCSS benchmarks</p>	<p>1B.1. Administration/Instructors</p>	<p>1B.1. Pre and post data from school evaluation</p>	<p>1B.1. Florida Writes</p>		

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<p><u>Writing Goal #1B:</u> Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>0%</p>	<p>0%</p>					
		<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	
		<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Introduction to the CCSS benchmarks	1-12	Administrator CCSS Team	Instructional staff	ongoing	Sign in sheets	Sac Chair/Administration

Writing Budget (Insert rows as needed) N/A

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

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Subtotal:			
Professional Development			
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.		

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<p>Civics Goal #1:</p> <p>Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs. <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	N/A	N/A					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
<p>Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:</p>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</p>	2.1.	2.1.	2.1.	2.1.	2.1.		

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Civics Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>							
	N/A	N/A					
		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

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

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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

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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.	1.1.	1.1.	1.1.	1.1.		

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U.S. History Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p>Students are placed at the Transition Program through the IEP process when behaviors are severe enough to affect their learning. Scores from the progress monitoring, transfer grades and coursework from the zoned school determine their placement. Academic Goals are individually addressed for each student to address specific needs. <i>Enter narrative for the goal in this box.</i></p>							
	N/A	N/A					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
<p>Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:</p>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</p>	2.1.	2.1.	2.1.	2.1.	2.1.		

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U.S. History Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>							
	N/A	N/A					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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U.S. History Professional Development

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

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

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

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

End of U.S. History Goals

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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. At risk student population. Transitory population Majority ESE population	1.1. One on one consultation with Dean, Mental Health Specialist, and Parent conferences. Assistance with YRO District with truancy team	1.1. Administration	1.1. Increase in percentage	1.1. eschool plus		
<u>Attendance Goal #1:</u> Increase attendance by 30 %.	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	<i>Enter numerical data for current attendance rate in this box. 95%</i>	<i>Enter numerical data for expected attendance rate in this box. 98%</i>					

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	<u>2012 Current</u> Number of Students with Excessive Absences (10 or more)	<u>2013 Expected</u> Number of Students with Excessive Absences (10 or more)					
	<i>Enter numerical data for current number of absences in this box</i> 1	<i>Enter numerical data for expected number of absences in this box.</i> 0					
	<u>2012 Current</u> Number of Students with Excessive Tardiness (10 or more)	<u>2013 Expected</u> Number of Students with Excessive Tardiness (10 or more)					
	<i>Enter numerical data for current number of students tardy in this box.</i> 1	<i>Enter numerical data for expected number of students tardy in this box.</i> 0					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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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
None at this time						

Attendance Budget (Insert rows as needed) N/A

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

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Revised April 29, 2011

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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. At risk student population Transitory student population 100% ESE population	1.1. One on one consultation with Dean, Mental and Health Specialist, Parent conferences. Individual Goal Setting	1.1. All staff	1.1. Behavior Levels Loss forms	1.1. In-school plus		
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
Decrease the percentages of suspensions by 30 %							
	<i>Enter numerical data for current number of in-school suspensions</i> 0	<i>Enter numerical data for expected number of in-school suspension</i> s: 0					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	<i>Enter numerical data for current number of students suspended in-school</i> 0	<i>Enter numerical data for expected number of students suspended in-school</i> 0					

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	<u>2012 Total</u> <u>Number of Out-of-</u> <u>School Suspensions</u>	<u>2013 Expected</u> <u>Number of</u> <u>Out-of-School</u> <u>Suspensions</u>					
	<i>Enter numerical data for current number of students suspended out- of- school</i> 17	<i>Enter numerical data for expected number of students suspended out- of- school</i> 15					
	<u>2012 Total Number</u> <u>of Students</u> <u>Suspended</u> <u>Out- of- School</u>	<u>2013 Expected</u> <u>Number of Students</u> <u>Suspended</u> <u>Out- of-School</u>					
	<i>Enter numerical data for current number of students suspended out- of- school</i> 12	<i>Enter numerical data for expected number of students suspended out- of- school</i> 10					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		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
None at this time						

Suspension Budget (Insert rows as needed) N/A

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

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

End of Suspension Goals

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

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Dropout Prevention	1.1. At risk student population 100% ESE population Transitory population	1.1. Consultations with Dean, Principal, counselors, Parent conferences Character counts strategies. Individual Behavior Goals	1.1 All Staff	1.1 Percentages Conference notes Level sheets	1.1. eschool plus District records Behavior levels		
<u>Dropout Prevention Goal #1:</u> Maintain percentage of students enrolled, decrease drop-out rate.	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					

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	<i>Enter numerical data for dropout rate in this box. 0%</i>	<i>Enter numerical data for expected dropout rate in this box. 0%</i>					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	<i>Enter numerical data for graduation rate in this box. N/A</i>	<i>Enter numerical data for expected graduation rate in this box. N/A</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
None at this time						

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Dropout Prevention Budget (Insert rows as needed) N/A

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)

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

Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement	I.1. At risk student population 100% ESE population Transitory student population	I.1. Monthly meetings Daily and weekly handouts Parenting classes Phone calls Web page Psychiatric appointments	I.1. Principal SAC Chair Behavior Specialist Dean Teachers	I.1. Parent survey Increase percent of parents involved with SAC	I.1. SAC Minutes Survey results Meetings		
<u>Parent Involvement Goal #1:</u> Increase parent involvement in school related activities. <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					

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	<i>Enter numerical data for current level of parent involvement in this box. 15%</i>	<i>Enter numerical data for expected level of parent involvement in this box. 20%</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		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
None at this time						

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Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Postage	Monthly parent news letter	Title 1	41.00
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
Annual Meeting/Open house	Handouts,	Title 1	70.00
Subtotal:			
Total: \$111.00			

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: <i>Enter narrative for the goal in this box.</i>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a</small>						
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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

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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				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p><u>CTE Goal #1:</u></p> <p>The Transition School includes in the curriculum awareness and exploration of various careers/interests of students. We also encourage students to participate in the Career Navigators, as appropriate, to further their career skills. Additionally the counselors have students run a small detail business with the intention to teach cooperation, teamwork and positive work ethics.</p>	<p>1.1. 100% ESE population At risk population</p>	<p>1.1. Choices Career Navigators Career Library</p>	<p>1.1. All staff</p>	<p>1.1. Completion of program</p>	<p>1.1. Time card Level sheets</p>
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning						
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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
None at this time						

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CTE Budget (Insert rows as needed) N/A

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.		
<u>Additional Goal #1:</u> N/A	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Additional Goals Professional Development

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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
N/A						

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Additional Goal(s) Budget (Insert rows as needed) N/A

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	111.00	Total:
STEM Budget		Total:
CTE Budget		Total:
Additional Goals		Total:

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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 type="checkbox"/> Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

If No, describe the measures being taken to comply with SAC requirements.
Meetings schedule is listed on the school website. Newsletters are sent home with students to try to encourage parent attendance. Monthly meetings are held on the same day and time to help prospective members with organizational procedure schedules.
Describe the activities of the SAC for the upcoming school year.
Monthly meetings that are marketed through the school website and monthly newsletters. Constant website updates.

Describe the projected use of SAC funds.	Amount
NA	

June 2012

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