FLORIDA DEPARTMENT OF EDUCATION

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Success Academy	District Name: Leon
Principal: F. Joe Pons	Superintendent: Jackie Pons
SAC Chair: Charles Bagwell	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	F. Joe Pons	MS Educational Leadership BS English Education/ Principal LA 6-12	4	10	Principal of Ghazvini Learning Center 2008-2012 Ungraded School
Assistant Principal	Michael McDaniel	MS Educational Leadership BS Education/ Ed Leadership	0	0	NA

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

		SS 6-12			
Assistant Principal	Jameeka Wallace	MS Educational Leadership BS Chemical Engineering/ Ed Leadership Math 5-9 Chemistry 6-12	1	0	NA

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)
Reading	Julie Lawson	BS Education/ ESE K-12 Middle Integrated 6-9	2	0	Success Academy 2010-2012 Ungraded School

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Teacher Mentoring Program	Michael McDaniel	Completed annually for all new teachers
2. Provide Leadership Opportunities	F. Joe Pons	Annually
3. Professional Development	F. Joe Pons, Michael McDaniel, Jameeka Wallace	Annually
4. Regular Meetings of New Teachers with Administrative Staff	F. Joe Pons, Michael McDaniel, Jameeka Wallace	Weekly

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

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

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

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
18	33% (6)	66% (12)	16% (3)	16% (3)	11% (2)	Unknown	11% (2)	0% (0)	22% (4)

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
Carolyn Coggins	Adedoyin Taylor	Certification and personality cohesion	Fulfill all state and district requirements
Sean Willett	Leah Almodovar	Certification and personality cohesion	Fulfill all state and district requirements
Josey Harris	Victoria Rice	Certification and personality cohesion	Fulfill all state and district requirements
Teresa Gunter-Jackson	Leah Blake	Certification and personality cohesion	Fulfill all state and district requirements
Julie Strickland	Charise Kollar	Certification and personality cohesion	Fulfill all state and district requirements

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

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

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
SA will be governed by the statutory definition of parental involvement and will carry out programs, activities, and procedures in accordance with the definition outlined in section 9101(32) ESEA (Elementary and Secondary Education Act).
Title I, Part C- Migrant
Title I, Part D
Funds will be utilized to enhance technology and instruction.
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Peer Counseling Courses, Positive Behavior Support (PBS), Palmer-Munroe-Back to Basics Health and Life Skills Education Programs, Guest Speakers, LCSB Anti-Gang Initiatives
Nutrition Programs
Back to Basics Health and Life Skills Education Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training

Other

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

School-Based MTSS/RtI Team
Identify the school-based RtI Leadership Team.

Principal (F. Joe Pons) and Assistant Principal (Michael McDaniel and Jameeka Wallace): Provide a common vision for the use of data-based decision-making, ensure that the school-based team is implementing RtI, conduct assessment of RtI skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support RtI implementation, and communicate with parents regarding school-based RtI plans and activities.

All teaching staff: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers (Julie Strickland, and additional ESE teaching staff, as appropriate): Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Instructional Coach/Academic and Behavioral Specialists (Michael McDaniel- Assistant Principal Curriculum, Julie Lawson- Reading Coach, Maxin Reiss- Behavior Analyst, Larry Jennings – Student Case Specialist): Develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk"; assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Reading Instructional Specialist (Julie Lawson- Reading Coach): Provides guidance on K-12 reading plan; facilitates and supports data collection activities, assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist (Lauren Wukovits): Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities, including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision-making activities.

Speech Language Pathologist (Robin Cave): Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measure; and helps identify systemic patterns of student need with respect to language skills.

Student Services Personnel (Ruth Boykin – Social Worker, Susan Griggs – Guidance Counselor, Margot Palazesi – Program Specialist): Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, these participants link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and

social success.

Additional Core Members: Parent(s) and student(s).

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

Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? At a minimum, the Success Academy RtI team meets the second and fourth Monday of each month. The RtI Team follows a structured problem-solving process that makes the most efficient use of time to achieve the goal of developing effective student intervention plans. The RtI Team problem-solving process is implemented when a SA teacher(s) completes the SA RtI Form. When the RtI Team receives this completed form, it schedules an initial meeting with the referring teacher. Prior to the initial meeting, the case manager meets with the referring teacher to review the referral form, answer any questions that the grade level team may have about the RtI Team process, and decide what background and baseline information should be collected before the meeting. The SA RtI Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and in our students? At the start of the initial RtI Team meeting, the facilitator explains to the referring grade level team the purpose and structure of the problem-solving meeting. The RtI Team meeting then conducts a general review of the referring teacher(s) concerns. The team and teacher(s) quickly narrow down those concerns to a manageable number, set goals for student improvement, create intervention plans matched to concerns, and identify methods for monitoring the student's response to the intervention strategies. The goal of the initial meeting is to develop a detailed intervention plan that the instructional team can implement. A follow-up meeting is scheduled (typically within six to eight weeks of the initial meeting), at which time the team will reconvene with the teacher(s) to determine whether the intervention plan was successful or needs to be modified or replaced.
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? Members of the SA RtI team met with the SA School Advisory Council (SAC) to help develop the School Improvement Plan (SIP). The SA SIP is a guiding force within the RtI as interventions are sought to meet individual student needs.
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. Individual, classroom and school level. It includes antecedent and context information that will assist with functional assessments for planned intervention development. In addition to Educator's Handbook, the RtI team manages graphs and charts to illustrate the effectiveness of tiered intervention strategies. Data management systems (both academic and behavioral) are utilized during each RtI meeting. Baseline data: Progress Monitoring and Reporting Network (PMRN), Educator's Handbook, DataDirector, SM5 and Florida Comprehensive Assessment Tests (FCAT) Progress Monitoring: PMRN, Educator's Handbook, FAIR (Florida Assessment for Instruction in Reading), DataDirector, vSchoolz, SM5 and PLATO Learning Systems.
Describe the plan to train staff on MTSS. Initial professional development will take place during the RtI Open House for SA staff and teachers, which is held during the first weeks of the new school year. The purpose and process of response to intervention is presented and discussed. The RtI team will also evaluate additional staff professional development needs during the monthly RtI team meetings.
Describe the plan to support MTSS. Initial professional development will take place during the RtI Open House for SA staff and teachers, which is held during the first weeks of the new school year with ongoing monthly trainings. The purpose and process of response to intervention is presented and discussed. Training and support is available throughout the school year as needed. The RtI team will also evaluate additional staff professional development needs during the monthly RtI team meetings.

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Identify the school-based Literacy Leadership Team (LLT). F. Joe Pons- Principal Michael McDaniel- Assistant Principal Jameeka Wallace- Assistant Principal Julie Lawson- Dean of Students/ Reading Coach Josey Harris- HS Reading/ English Teacher Sean Willett- HS Credit Recovery Teacher Charise Kollar- HS Reading/ English Teacher Leah Blake- MS Reading/ English Teacher Sheldon Manning- HS Science/ Math Teacher
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The SA LLT meets each nine-week period, or more if needed, and is a collaborative system that encourages a literate climate to support effective teaching and learning at SA. The SA LLT supports the development, implementation, and monitoring of the Leon County Schools Reading Plan and the SA Literacy Initiatives/SA Literacy Goals. The SA LLT facilitates professional learning opportunities to improve literacy achievement in all instructional classrooms, gathers, analyzes, and interprets school data, establishes goals based on data, develops strategies to achieve the goals, establishes measures of success , supports teachers in implementing the literacy strategies, and ensures literacy remains a priority at SA.
What will be the major initiatives of the LLT this year? SA Literacy Goals (Student Writing Journals, writing portfolios, monitoring of student book reading per month, and minimum student research papers/projects)

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.

*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.

NA

*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?

SA teachers and administrative staff meet weekly through Professional Learning Community meetings (every Tuesday), SA Faculty Meetings (every Thursday), and grade level/course meetings. Specific strategy instruction is on-going at SA and takes place in PLC, Faculty, and various grade/course team meetings. Reading strategy instruction is also part of every teacher's Individual Professional Development Plan (IPDP).

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

*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?

Teachers meet weekly to discuss the integration of various course lessons/units. Literacy, writing, and problem solving strategies are incorporated into all curriculum areas.

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 placed in individual courses based on student data and student needs. The guidance department reviews course offerings and meets with 8th grade students to discuss High School course options.

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.

Availability of accelerated curriculum to close grade level gap with cohort group.

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.			1.A.1. Instructional rigor is lacking.	1.A.1.Increase text complexity, text length and vocabulary level of student reading, infusing common core standards and exemplary texts into curriculum • Teachers will intentionally develop higher-	1.A.1. SA Administrative Team	1.A.1. Improvement in FAIR progress monitoring data, Sm5 (for Middle School), and FCAT Reading scores.	1.A.1. FAIR reports, Sm5 reports CBM (Curriculum Based Measures) Observations noted on classroom walkthrough
Reading Goal #1A: Increase the percent of student achieving proficient (FCAT Level 3) in	2012 Current Level of Performance:* *20% (32)*	2013 Expected Level of Performance:* *28%*				

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

reading by 8%.				order questions (Advanced level) in both oral and written form • Increased text length will be monitored			logs. Evaluation of teacher lesson plans to determine implementation of strategies. Student reading logs will be reviewed for text length.
			1.A.2. Weakness in students' ability to synthesize and problem solve.	1.A.2. Implementation of PLATO Learning Systems. Daily Differentiated Accountability (DA) lessons in the area of Reading	1.A.2. SA Administrative Team	1.A.2. Improvement in FAIR progress monitoring data, Sm5 data(for Middle School), and FCAT Reading scores	1.A.2. FAIR reports Sm5 Reading reports CBM (Curriculum Based Measures) Observations noted on classroom walkthrough logs. Evaluation of teacher lesson plans to determine implementation of strategies. Student products Teacher IPDP follow-up evaluation.
			1.A.3. An imbalance in instructional emphasis of content over the learning process/strategies	1.A.3. Implementation of PLATO Learning Systems Daily Differentiated Accountability (DA)	1.A.3. SA Administrative Team	1.A.3. Improvement in FAIR progress monitoring data, Sm5 data(for Middle School), and	1.A.3. FAIR reports Sm5 Reading reports

					FCAT Reading scores	
			lessons in the area of Reading			CBM (Curriculum Based Measures) Observations noted on classroom walkthrough logs. Evaluation of teacher lesson plans to determine implementation of strategies. Student products Teacher IPDP follow-up evaluation.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1.NA	1B.1. NA	1B.1.NA	1B.1. NA	1B.1. NA
Reading Goal #1B: NA	2012 Current Level of Performance:* *NA*	2013 Expected Level of Performance:* *NA*					
			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
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1.Instructional rigor is lacking.	2A.1. Increase text complexity, text length and vocabulary level of student reading, infusing	2A.1. SA Administrative Team	2A.1. Improvement in FAIR progress monitoring data, Sm5 data(for	2A1. FAIR reports Sm5 Reading reports
Reading Goal #2A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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

Increase the percent of students achieving above proficiency in reading by 6%.	*4% (6)*	*10%.*		common core standards and exemplary texts into curriculum • Teachers will intentionally develop higher-order questions in both oral and written form • Increased text length will be monitored by teachers		Elementary and Middle School), and FCAT Reading scores.	CBM (Curriculum Based Measures) Observations noted on classroom walkthrough logs. Evaluation of teacher lesson plans to determine implementation of strategies. Student reading logs will be reviewed for text length.
			2A.2. Weakness in student ability to synthesize and problem solve. An imbalance in instructional emphasis of content over the learning process/strategies.	2A.2. Daily Differentiated Accountability (DA) lessons in the area of Reading	2A.2. SA Administrative Team	2A.2. Improvement in FAIR progress monitoring data, Sm5 data (for Elementary and Middle School), and FCAT Reading scores	2A.2. FAIR reports Sm5 Reading reports CBM (Curriculum Based Measures) Observations noted on classroom walkthrough logs. Evaluation of teacher lesson plans to determine implementation of strategies. Student products Teacher IPDP follow-up

					evaluation.
		2A.3 Lack of individually designed inquiry based products/projects.	2A.3 Implementation of the SA Literacy Initiative which requires each student to produce at least one research projects/papers per semester ranging from a mini research paper to and in-depth research paper with bibliography.	2A.3. SA Administrative Team	2A.3. Improvement in FAIR progress monitoring data, Sm5 data (for Elementary and Middle School), and FCAT Reading scores	2A.3. FAIR reports Sm5 Reading reports CBM (Curriculum Based Measures) Observations noted on classroom walkthrough logs. Evaluation of teacher lesson plans to determine implementation of strategies. Student products
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.		2B.1.NA	2B.1.NA	2B.1.NA	2B.1.NA	2B.1.NA
Reading Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *NA*	2013 Expected Level of Performance:* *NA*				
		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

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

3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Lack of differentiated instruction	3A.1. Utilization of FAIR data to develop small group instruction in needed areas of reading (phonics, fluency, vocabulary, and/or comprehension.) Improved use of paraprofessionals. Use of FAIR Tool Kit with particular emphasis on Lexiled passages, scaffolded discussion templates to teach Question/Answer/Response (QAR) strategies.	3A.1. SA Administrative Team	3A.1. Improvement in FAIR progress monitoring data, Sm5 data (for Elementary and Middle School), and FCAT Reading scores.	3A.1. FAIR reports Sm5 Reading reports CBM (Curriculum Based Measures) Observations noted on classroom walkthrough logs. Evaluation of teacher lesson plans to determine implementation of strategies.
Reading Goal #3A: *Increase the percent of students making learning gains by 7%.*	2012 Current Level of Performance:* *63% (94)*	2013 Expected Level of Performance:* *70%*					
			3A.2. Not enough independent reading time	3A.2. Utilization of PLATO Learning System Students will read a minimum of one book per month, matched to their Lexile level. Support and monitoring will be provided through teacher conferences.	3A.2. SA Administrative Team	3A.2 Analysis of individual student PLATO reports.	3A.2. PLATO student reports
			3A.3. Lack of school attendance due to behavioral and judicial issues	3A.3 PBS (Positive Behavior Support) implementation. Implementation of SA dress and attendance policy.	3A.3 SA Administrative Team, and PBS team	3A.3 Analysis of PBS data, school attendance and Educator's Handbook data	3A.3 Genesis and Educator's Handbook

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

3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1NA	3B.1.NA	3B.1.NA	3B.1.NA	3B.1. NA
Reading Goal #3B: _Enter narrative for the goal in this box._	2012 Current Level of Performance:* _NA_	2013 Expected Level of Performance:* _NA_					
			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
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. Instructional rigor is lacking.	4A.1. Increase text complexity, text length and vocabulary level of student reading, infusing common core standards and exemplary texts into curriculum - Teachers will intentionally develop higher-order questions (Advanced level) in both oral and written form - Increased text length will be monitored	4A.1. SA Administrative Team	4A.1 Improvement in FAIR progress monitoring data, Sm5 (for Middle School), and FCAT Reading scores.	4A.1 FAIR reports, Sm5 reports CBM (Curriculum Based Measures) Observations noted on classroom walkthrough logs. Evaluation of teacher lesson plans to determine implementation of strategies. Student reading logs will be reviewed for text length.
Reading Goal #4: _Increase the % of students making learning gains in the lowest 25% by 6%._	2012 Current Level of Performance:* _39% (10)_	2013 Expected Level of Performance:* _45%_					

| | | 4B.2.
Weakness in students' ability to synthesize and problem solve. | 4B.2.
Implementation of PLATO Learning Systems.

Daily Differentiated Accountability (DA) lessons in the area of Reading | 4B.2.
SA Administrative Team | 4B.2.
Improvement in FAIR progress monitoring data, Sm5 data(for Middle School), and FCAT Reading scores | 4B.2.
FAIR reports

Sm5 Reading reports

CBM (Curriculum Based Measures)

Observations noted on classroom walkthrough logs.

Evaluation of teacher lesson plans to determine implementation of strategies.

Student products

Teacher IPDP follow-up evaluation. |
| | | 4B.3.
An imbalance in instructional emphasis of content over the learning process/strategies | 4B.3.
Implementation of PLATO Learning Systems

Daily Differentiated Accountability (DA) lessons in the area of Reading | 4B.3.
SA Administrative Team | 4B.3.
Improvement in FAIR progress monitoring data, Sm5 data(for Middle School), and FCAT Reading scores | 4B.3
FAIR reports

Sm5 Reading reports

CBM (Curriculum Based Measures)

Observations noted on classroom walkthrough logs.

Evaluation of teacher lesson plans to determine implementation of |

						strategies.
						Student products
						Teacher IPDP follow-up evaluation.

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** **No Data**	NA	NA	NA	NA	NA	NA
Reading Goal #5A: Success Academy will reduce the achievement gap annually by 10%, using best practices in delivering reading instruction aligned to common core curriculum. We have no baseline data to calculate.							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**			5B.1. Lack of differentiated instruction	5B.1. Utilization of FAIR data to develop small group instruction in needed areas of reading (phonics, fluency, vocabulary, and/or comprehension.) Improved use of paraprofessionals. Use of FAIR Tool Kit with particular emphasis on Lexiled passages, scaffolded discussion templates to teach Question/Answer/ Response (QAR) strategies.	5B.1. SA Administrative Team	5B.1. Improvement in FAIR progress monitoring data, Pearson Reading data (for Middle School), and FCAT Reading scores.	5B.1. FAIR reports Sm5 Reading reports CBM (Curriculum Based Measures) Vocabulary tests Observations noted on classroom walkthrough logs. Evaluation of teacher lesson plans to determine implementation of strategies.	
Reading Goal #5B: ***Increase the percent of student subgroups making satisfactory progress in reading by 6%.***	2012 Current Level of Performance:* White: 58% (11) Black: 80% (105) Hispanic: NA Asian: NA American Indian: NA	2013 Expected Level of Performance:* White:48% Black: 26 % Hispanic: NA Asian: NA American Indian: NA						

		5B.2. Not enough independent reading time with students matched to books at individual Lexile range.	5B.2. Students will read a minimum of one book per month, matched to their Lexile level. Support and monitoring will be provided through teacher conferences.	5B.2 SA Administrative Team	5B.2. Analysis of individual student book log and conference sheets.	5B.2. Student Book Log
		5B.3 Lack of school attendance due to behavioral and judicial issues	5B.3 PBS (Positive Behavior Support) implementation. Implementation of SA dress and attendance policy.	5B.3 SA Administrative Team, and PBS team	5B.3 Analysis of PBS data, school attendance and Educator's Handbook data	5B.3 Genesis and Educator's Handbook

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. NA	5C.1.NA	5C.1.NA	5C.1.NA	5C.1.NA
Reading Goal #5C: *NA*	2012 Current Level of Performance:* *NA*	2013 Expected Level of Performance:* *NA*					
			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. Lack of differentiated instruction	5D.1. Utilization of FAIR data to develop small group instruction in needed	5D.1. SA Administrative Team	5D.1. Improvement in FAIR progress monitoring data, Pearson Reading	5D.1. FAIR reports Sm5 Reading reports
Reading Goal #5D: Increase the	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

| percent of students with disabilities making satisfactory progress in reading by 6%. | 84% (31) | 22% | | areas of reading (phonics, fluency, vocabulary, and/or comprehension.)

Improved use of paraprofessionals.

Use of FAIR Tool Kit with particular emphasis on Lexiled passages, scaffolded discussion templates to teach Question/Answer/ Response (QAR) strategies. | | data (for Middle School), and FCAT Reading scores. | CBM (Curriculum Based Measures) Vocabulary tests

Observations noted on classroom walkthrough logs.

Evaluation of teacher lesson plans to determine implementation of strategies. |
|---|---|---|---|---|---|---|---|
| | | | 5D.2. Not enough independent reading time with students matched to books at individual Lexile range. 5B.3 Lack of school attendance due to behavioral and judicial issues | 5D.2. Students will read a minimum of one book per month, matched to their Lexile level. Support and monitoring will be provided through teacher conferences. | 5D.2 SA Administrative Team | 5D.2. Analysis of individual student book log and conference sheets. | 5D.2. Student Book Log |
| | | | 5D.3 Implementation of SA dress and attendance policy. | 5D.3 PBS (Positive Behavior Support) implementation. | 5D.3 SA Administrative Team, and PBS team | 5D.3 Analysis of PBS data, school attendance and Educator's Handbook data | 5D.3 Genesis and Educator's Handbook |

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Lack of differentiated instruction	5E.1. Utilization of FAIR data to develop small group instruction in needed areas of reading (phonics, fluency, vocabulary, and/or comprehension.) Improved use of paraprofessionals. Use of FAIR Tool Kit with particular emphasis on Lexiled passages, scaffolded discussion templates to teach Question/Answer/ Response (QAR) strategies.	5E.1. SA Administrative Team	5E.1. Improvement in FAIR progress monitoring data, Pearson Reading data (for Middle School), and FCAT Reading scores.	5E.1. FAIR reports Sm5 Reading reports CBM (Curriculum Based Measures) Vocabulary tests Observations noted on classroom walkthrough logs. Evaluation of teacher lesson plans to determine implementation of strategies.

Reading Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*
Increase the percent of students who are economically disadvantaged making satisfactory progress in reading by 6%.	*81% (104)*	*25%*

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	5E.2. Not enough independent reading time with students matched to books at individual Lexile range.	5E.2. Students will read a minimum of one book per month, matched to their Lexile level. Support and monitoring will be provided through teacher conferences.	5E.2 SA Administrative Team	5E.2. Analysis of individual student book log and conference sheets.	5E.2. Student Book Log
	5E.3 Lack of school attendance due to behavioral and judicial issues	5E.3 PBS (Positive Behavior Support) implementation. Implementation of SA dress and attendance policy.	5E.3 SA Administrative Team and PBS team	5E.3 Analysis of PBS data, school attendance and Educator's Handbook data	5E.3 Genesis and Educator's Handbook

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

22

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

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Implementation	All grades and subjects	Julie Lawson	All SA Teachers	Pre-Planning	Lesson Plans and walk-through observations	SA Administrative Team
FAIR Tool Kit Training	Reading/LA MS and HS	Julie Lawson	All SA Reading/LA Teachers	September 2012	Lesson Plans and walk-through observations	SA Administrative Team
SA Professional Learning Community (topic determined by need)	All grades and Subjects	Julie Lawson Michael McDaniel	All SA Teachers	Weekly throughout the school year	Lesson Plans and walk-through observations	SA Administrative Team
PLATO	All Teachers	Carolyn Coggins, Julie Strickland, Dea Stephens and Lee Allen	All MS and HS teachers and SA administrative staff	Pre-planning and additional training as needed	Lesson Plans, PLATO reports, walk-through observations, and IPDP follow-up	Carolyn Coggins SA Administrative Team

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

Reading Budget (Insert rows as needed)

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

End of Reading Goals

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

<u>Comprehensive English Language Learning Assessment (CELLA) Goals</u>

* 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.	1.1.	1.1.	1.1.	1.1.
<u>CELLA Goal #1:</u> Success Academy will collect baseline data.	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u> *NA*					
		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.	2.1.	2.1.	2.1.	2.1.
<u>CELLA Goal #2:</u> Success Academy will collect baseline data.	<u>2012 Current Percent of Students Proficient in Reading:</u> *NA*					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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

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

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. CELLA Goal #3: Success Academy will collect baseline data.	2012 Current Percent of Students Proficient in Writing : *NA*	2.1.	2.1.	2.1.	2.1.	2.1.
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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

CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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

Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1A: Increase the percent of students achieving proficiency (FCAT level 3) in Math by 6%.	2012 Current Level of Performance:* *24% (20)*	2013 Expected Level of Performance:* *30%*	1A.1. Lack of differentiated instruction	1A.1. Improved use of paraprofessionals. Daily/weekly Differentiated Accountability (DA) lessons in the area of Math	1A.1. SA Administrative Team	1A.1. Improvement in student performance on: DataDirector progress monitoring, Sm5, Gizmo, Kahn Academy and FCAT Math scores	1A.1. DataDirector, Sm5, Gizmo, Kahn Academy and FCAT
			1A.2. Weakness in students' ability to synthesize and problem solve.	1A.2. Incorporation of daily math word problems/student projects in order for students to apply their knowledge in real world situations. Daily/weekly Differentiated Accountability (DA) lessons in the area of Math	1A.2. SA Administrative Team	1A.2. Improvement in student performance on: DataDirector progress monitoring, Sm5, Gizmo, Kahn Academy and FCAT Math scores.	1A.2. DataDirector, Sm5, Gizmo, Kahn Academy and FCAT
			1A.3. Lack of school attendance due to behavioral and judicial issues	1A.3. PBS (Positive Behavior Support) implementation. Implementation of SA dress and attendance policy.	1A.3. SA Administrative Team, and PBS team	1A.3. Analysis of PBS data, school attendance and Educator's Handbook data	1A.3. Genesis and Educator's Handbook

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

1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
NA	NA	NA					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. Lack of differentiated instruction	2A.1. Improved use of paraprofessionals. Daily/weekly Differentiated Accountability (DA) lessons in the area of Math	2A.1. SA Administrative Team	2A.1. Improvement in student performance on: DataDirector progress monitoring' Sm5, Gizmo and Kahn Academy and FCAT Math scores.	2A.1. DataDirector, Sm5, Gizmo, Kahn Academy and FCAT
Mathematics Goal #2A: *Increase the percent of students achieving above proficiency (FCAT Levels 4 and 5) in Math by 8%.*	2012 Current Level of Performance:* *2% (2)*	2013 Expected Level of Performance:* *10%*					
			2A.2. Lack of individually designed inquiry based products/projects.	2A.2. A minimum of one special student inquiry project per semester will be required in each math class.	2A.2. SA Administrative Team	2A.2. Improvement in student performance on: DataDirector progress monitoring' Sm5, Gizmo and Kahn Academy and FCAT Math scores.	2A.2. DataDirector, Sm5, Gizmo, Kahn Academy and FCAT DataDirector, Sm5, and FCAT
			A.3 Lack of peer role models succeeding above grade level.	2A.3 Continued implementation of PBS behavior recognition where students are recognized school-wide for positive behavior and academic choices.	2A.3 SA Administrative Team	2A.3 Increase in the percentage of students attending PBS reward activities	2A.3 PBS Celebration Rosters
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: *NA*	2012 Current Level of Performance:* *NA*	2013 Expected Level of Performance:* *NA*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.

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

			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. Mathematics Goal #3A: Increase the percent of students making learning gains in Math by 5%.	2012 Current Level of Performance:* *55% (43)*	2013 Expected Level of Performance:* *60%*	3A.1. Weakness in students' ability to synthesize and problem solve.	3A.1. Incorporation of daily math word problems/student projects in order for students to apply their knowledge in real world situations. Daily/weekly Differentiated Accountability (DA) lessons in the area of Math	3AA.1. SA Administrative Team	3A.1. Improvement in student performance on: DataDirector progress monitoring Sm5, Gizmo and Kahn Academy and FCAT Math scores	3A.1. DataDirector, Sm5, Gizmo, Kahn Academy and FCAT
			3A.2. Lack of school attendance due to behavioral and judicial issues	3A.2 PBS (Positive Behavior Support) implementation. Implementation of SA dress and attendance policy.	3A.2 SA Administrative Team, and PBS team	3A.2 Analysis of PBS data, school attendance and Educator's Handbook data	3A.2 Genesis and Educator's Handbook
			3A.3 Lack of peer role models succeeding above grade level.	3A.3 Continued implementation of PBS behavior recognition where students are recognized school-wide for positive behavior and academic choices.	3A.3 SA Administrative Team	3A.3 Increase in the percentage of students attending PBS reward activities.	3A.3 PBS Celebration Rosters
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics. Mathematics Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.

NA	*NA*	*NA*					
			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
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics. Mathematics Goal #4: *Increase the % of students making learning gains in the lowest 25% by 8%.*	2012 Current Level of Performance:* *38% (4)*	2013 Expected Level of Performance:* *45%*	4A.1. Lack of differentiated instruction	4A.1. Improved use of paraprofessionals. Daily/weekly Differentiated Accountability (DA) lessons in the area of Math	4A.1. SA Administrative Team	4A.1. Improvement in student performance on: DataDirector progress monitoring Sm5, and FCAT Math scores.	4A.1. DataDirector, Sm5, Gizmo, Kahn Academy and FCAT
			4A.2. Lack of individually designed inquiry based products/projects.	4A.2. A minimum of one special student inquiry project per semester will be required in each math class.	4A.2. SA Administrative Team	4A.2. Improvement in student performance on: DataDirector progress monitoring, Sm5, and FCAT Math scores.	4A.2. DataDirector, Sm5, and FCAT
			4A.3 Lack of peer role models succeeding above grade level.	4A.3 Continued implementation of PBS behavior recognition where students are recognized school-wide for positive behavior and academic choices.	4A.3 SA Administrative Team	4A.3 Increase in the percentage of students attending PBS reward activities	4A.3 PBS Celebration Rosters

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** **No Data**	NA	NA	NA	NA	NA	NA
Mathematics Goal #5A: Success Academy will reduce the achievement gap annually by 10%, using best practices in delivering math instruction aligned to common core curriculum. We have no baseline data to calculate.							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**		5B.1. Lack of differentiated instruction	5B.1. Improved use of paraprofessionals. Daily/weekly Differentiated Accountability (DA) lessons in the area of Math	5B.1. SA Administrative Team	5B.1. Improvement in student performance on: DataDirector progress monitoring' Sm5,Gizmo and Kahn Academy and FCAT Math scores	5B.1. DataDirector, Sm5,Gizmo and Kahn Academy and FCAT	
Mathematics Goal #5B: *Increase the percent of students making satisfactory progress in mathematics by 5%.*	2012 Current Level of Performance:* White: 0 Black: 75% (51) Hispanic: NA Asian: NA American Indian: NA	2013 Expected Level of Performance:* White: Black: 30% Hispanic: Asian: American Indian:					
		5B.2. Lack of individually designed inquiry based products/projects.	5B.2. A minimum of one special student inquiry project per semester will be required in each math class.	5B.2. SA Administrative Team	5B.2. Improvement in student performance on: DataDirector progress monitoring, Sm5, and FCAT Math scores.	5B.2. DataDirector,Sm5, and FCAT	
		5B.3 Lack of peer role models succeeding above grade level.	5B.3 Continued implementation of PBS behavior recognition where students are recognized school-wide for positive behavior and	5B.3 SA Administrative Team	5B.3 Increase in the percentage of students attending PBS reward activities	5B.3 PBS Celebration Rosters	

			academic choices.			
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: _NA_	2012 Current Level of Performance:* _NA_	2013 Expected Level of Performance:* _NA_					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1. Lack of differentiated instruction	5D.1. Improved use of paraprofessionals. Daily/weekly Differentiated Accountability (DA) lessons in the area of Math	5D.1. SA Administrative Team	5D.1. Improvement in student performance on: DataDirector progress monitoring' Sm5,Gizmo and Kahn Academy and FCAT Math scores	5D.1. DataDirector, Sm5,Gizmo, Kahn Academy and FCAT
Mathematics Goal #5D: _Increase the percent of students making satisfactory progress in mathematics by 7%._	2012 Current Level of Performance:* _83% (20)_	2013 Expected Level of Performance:* _25%_					
			5D.2. Lack of individually designed inquiry based products/projects.	5D.2. A minimum of one special student inquiry project per semester will be required in each math class.	5D.2. SA Administrative Team	5D.2. Improvement in student performance on: DataDirector progress monitoring, Sm5, and FCAT Math scores.	5D.2. DataDirector,Sm5, and FCAT

			5D.3 Lack of peer role models succeeding above grade level.	5D.3 Continued implementation of PBS behavior recognition where students are recognized school-wide for positive behavior and academic choices.	5D.3 SA Administrative Team	5D.3 Increase in the percentage of students attending PBS reward activities	5D.3 PBS Celebration Rosters
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. Lack of differentiated instruction	5E.1. Improved use of paraprofessionals. Daily/weekly Differentiated Accountability (DA) lessons in the area of Math	5E.1. SA Administrative Team	5E.1. Improvement in student performance on: DataDirector progress monitoring' Sm5,Gizmo and Kahn Academy and FCAT Math scores	5E.1. DataDirector, Sm5, Gizmo, Kahn Academy and FCAT
Mathematics Goal #5E: Increase the percent of students making satisfactory progress in mathematics by 9%.	2012 Current Level of Performance:* *74% (49)*	2013 Expected Level of Performance:* *35%*					
			5E.2. Lack of individually designed inquiry based products/projects.	5E.2. A minimum of one special student inquiry project per semester will be required in each math class.	5E.2. SA Administrative Team	5E.2. Improvement in student performance on: DataDirector progress monitoring' Sm5,Gizmo and Kahn Academy and FCAT Math scores	5E.2. DataDirector, Sm5,Gizmo, Kahn Academy and FCAT
			5E.3 Lack of peer role models succeeding above grade level.	5E.3 Continued implementation of PBS behavior recognition where students are recognized school-wide for positive behavior and academic choices.	5E.3 SA Administrative Team	5E.3 Increase in the percentage of students attending PBS reward activities	5E.3 PBS Celebration Rosters

End of Middle School Mathematics Goals

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

**Florida Alternate Assessment High School Mathematics Goals**

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

High School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1.1.	1.1.	1.1.	1.1.	1.1.
Mathematics Goal #1: *NA*	2012 Current Level of Performance:* *NA*	2013 Expected Level of Performance:* *NA*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2.1.	2.1.	2.1.	2.1.	2.1.
Mathematics Goal #2: *NA*	2012 Current Level of Performance:* *NA*	2013 Expected Level of Performance:* *NA*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3: *NA*	2012 Current Level of Performance:* *NA*	2013 Expected Level of Performance:* *NA*					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.

End of Florida Alternate Assessment High School Mathematics Goals

August 2012
Rule 6A-1.099811
Revised April 29, 2011
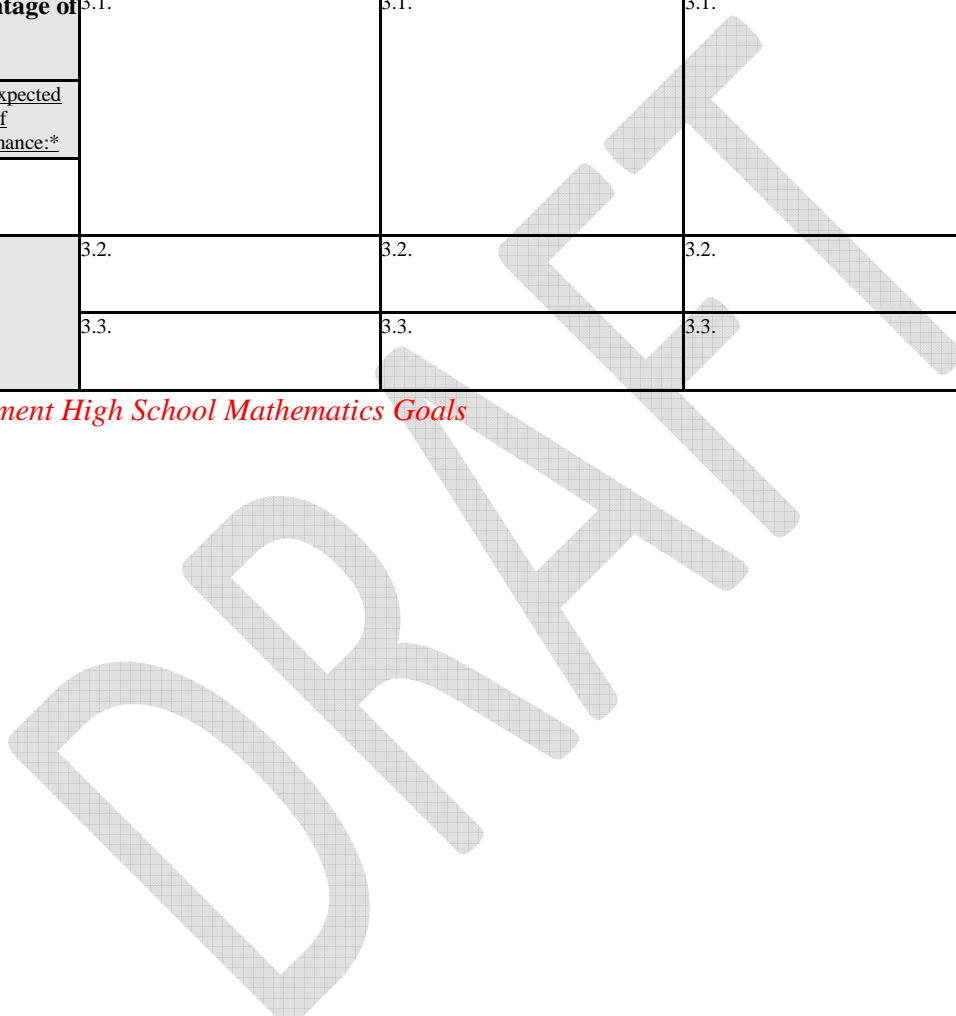
2012-2013 School Improvement Plan (SIP)-Form SIP-1

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. Algebra 1 Goal #1: *Increase the number of students scoring at the achievement level by 7%.*	2012 Current Level of Performance:* *33% (30)*	2013 Expected Level of Performance:* *40%*	1.1. Lack of differentiated instruction	1.1. Chunking content Daily/weekly Differentiated Accountability (DA) lessons in Algebra	1.1. SA Administrative Team	1.1. Improvement in student performance on: DataDirector, Gizmo, Kahn Academy, progress monitoring, and DA assessments	1.1. DataDirector, and DA assessments
			1.2. Lack of individually designed inquiry based products/projects.	1.2. A minimum of one special student inquiry project per semester will be required in each math class.	1.2. SA Administrative Team	1.2. Improvement in student performance on: DataDirector, Gizmo, Kahn Academy, progress monitoring, and DA assessments	1.2. DataDirector, and DA assessments
			1.3 Lack of peer role models succeeding above grade level.	1.3 Continued implementation of PBS behavior recognition where students are recognized school-wide for positive behavior and academic choices.	1.3 SA Administrative Team	1.3 Increase in the percentage of students attending PBS reward activities	1.3 PBS Celebration Rosters
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1. Algebra Goal #2: *Increase the number of students scoring at or above achievement levels by 6%.*	2012 Current Level of Performance:* *2% (2)*	2013 Expected Level of Performance:* *8%*	2.1. Lack of differentiated instruction	2.1. Chunking content Daily/weekly Differentiated Accountability (DA) lessons in Algebra	2.1. SA Administrative Team	2.1. Improvement in student performance on: DataDirector, Gizmo, Kahn Academy, progress monitoring, and DA assessments	2.1. DataDirector, and DA assessments

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

| | | | 2.2.
Lack of individually designed inquiry based products/projects. | 2.2.
A minimum of one special student inquiry project per semester will be required in each math class. | 2.2.
SA Administrative Team | 2.2.
Improvement in student performance on: DataDirector, Gizmo, Kahn Academy, progress monitoring, and DA assessments | 2.2.
DataDirector, and DA assessments |
| | | | 2.3
Lack of peer role models succeeding above grade level. | 2.3 Continued implementation of PBS behavior recognition where students are recognized school-wide for positive behavior and academic choices. | 2.3
SA Administrative Team | 2.3
Increase in the percentage of students attending PBS reward activities | 2.3
PBS Celebration Rosters |

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Algebra 1 Goal #3A: Success Academy will reduce the achievement gap annually by 10%, using best practices in delivering algebra instruction aligned to common core curriculum.							

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. Lack of differentiated instruction	3B.1. Chunking content Daily/weekly Differentiated Accountability (DA) lessons in Algebra	3B.1. SA Administrative Team	3B.1. Improvement in student performance on: DataDirector, Gizmo, Kahn Academy, progress monitoring, and DA assessments	3B.1. DataDirector, and DA assessments	
Algebra 1 Goal #3B: *Increase the number of students making satisfactory progress in Algebra 1 by 5%.*	2012 Current Level of Performance:* White: 55% (6) Black: 65% (47) Hispanic: NA Asian: NA American Indian: NA	2013 Expected Level of Performance:* White: 50% Black: 40% Hispanic: Asian: American Indian:					
		3B.2. Lack of individually designed inquiry based products/projects.	3B.2. A minimum of one special student inquiry project per semester will be required in each math class.	3B.2. SA Administrative Team	3B.2. Improvement in student performance on: DataDirector, Gizmo, Kahn Academy, progress monitoring, and DA assessments	3B.2. DataDirector, and DA assessments	
		3B.3 Lack of peer role models	3B.3 Continued implementation of PBS	3B.3 SA Administrative Team	3B.3 Increase in the	3B.3 PBS Celebration	

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

			succeeding above grade level.	behavior recognition where students are recognized school-wide for positive behavior and academic choices.		percentage of students attending PBS reward activities	Rosters
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Algebra 1 Goal #3C: *NA*	2012 Current Level of Performance:* *NA*	2013 Expected Level of Performance:* *NA*					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.			3D.1. Lack of differentiated instruction	3D.1. Chunking content Daily/weekly Differentiated Accountability (DA) lessons in Algebra	3D.1. SA Administrative Team	3D.1. Improvement in student performance on: DataDirector, Gizmo, Kahn Academy, progress monitoring, and DA assessments	3D.1. DataDirector, and DA assessments
Algebra 1 Goal #3D: *Increase the number of students with disabilities making satisfactory progress in Algebra 1 by 5%.*	2012 Current Level of Performance:* *73% (11)*	2013 Expected Level of Performance:* *32%*					
			3D.2. Lack of individually designed inquiry based products/projects.	3D.2. A minimum of one special student inquiry project per semester will be required in each math class.	3D.2. SA Administrative Team	3D.2. Improvement in student performance on: DataDirector, Gizmo, Kahn Academy, progress monitoring, and DA assessments	3D.2. DataDirector, and DA assessments

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

		3D.3 Lack of peer role models succeeding above grade level.	3D.3 Continued implementation of PBS behavior recognition where students are recognized school-wide for positive behavior and academic choices.	3D.3 SA Administrative Team	3D.3 Improvement in student performance on: DataDirector, Gizmo, Kahn Academy, progress monitoring, and DA assessments	3D.3 PBS Celebration Rosters
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. Algebra 1 Goal #3E: *Increase the number of economically disadvantaged students making satisfactory progress in Algebra 1 by 8%.*	2012 Current Level of Performance:* **68% (49)** / 2013 Expected Level of Performance:* **40%**	3E.1. Lack of differentiated instruction	3E.1. Chunking content Daily/weekly Differentiated Accountability (DA) lessons in Algebra	3E.1. SA Administrative Team	3E.1. Improvement in student performance on: DataDirector progress monitoring, and DA assessments	3E.1. DataDirector, and DA assessments
		3E.2. Lack of individually designed inquiry based products/projects.	3E.2. A minimum of one special student inquiry project per semester will be required in each math class.	3E.2. SA Administrative Team	3E.2. Improvement in student performance on: DataDirector, Gizmo, Kahn Academy, progress monitoring, and DA assessments	3E.2. DataDirector, and DA assessments
		3E.3 Lack of peer role models succeeding above grade level.	3E.3 Continued implementation of PBS behavior recognition where students are recognized school-wide for positive behavior and academic choices.	3E.3 SA Administrative Team	3E.3 Increase in the percentage of students attending PBS reward activities	3E.3 PBS Celebration Rosters

End of Algebra 1 EOC Goals

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

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. Lack of differentiated instruction	1.1. Chunking content Daily/weekly Differentiated Accountability (DA) lessons in Algebra	1.1. SA Administrative Team	1.1. Improvement in student performance on: DataDirector, Gizmo, Kahn Academy, progress monitoring, and DA assessments	1.1. DataDirector, and DA assessments
Geometry Goal #1: *Increase the number of students scoring at achievement level 3 by 5%.*	2012 Current Level of Performance:* **38%**	2013 Expected Level of Performance:* **43%**					
			1.2. Lack of individually designed inquiry based products/projects.	1.2. A minimum of one special student inquiry project per semester will be required in each math class.	1.2. SA Administrative Team	1.2. Improvement in student performance on: DataDirector progress monitoring, and DA assessments	1.2. DataDirector, and DA assessments
			1.3 Lack of peer role models succeeding above grade level.	1.3 Continued implementation of PBS behavior recognition where students are recognized school-wide for positive behavior and academic choices.	1.3 SA Administrative Team	1.3 Increase in the percentage of students attending PBS reward activities	1.3 PBS Celebration Rosters
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1. Lack of differentiated instruction	2.1. Chunking content Daily/weekly Differentiated Accountability (DA) lessons in Algebra	2.1. SA Administrative Team	2.1. Improvement in student performance on: DataDirector, Gizmo, Kahn Academy, progress monitoring, and DA assessments	2.1. DataDirector, and DA assessments
Geometry Goal #2: *Increase the number of students scoring at or above achievement levels 4 and 5 in geometry by 5%.*	2012 Current Level of Performance:* **12%**	2013 Expected Level of Performance:* **17%**					

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

		2.2. Lack of individually designed inquiry based products/projects.	2.2. A minimum of one special student inquiry project per semester will be required in each math class.	2.2. SA Administrative Team	2.2. Improvement in student performance on: DataDirector, Gizmo, Kahn Academy, progress monitoring, and DA assessments	2.2. DataDirector, and DA assessments
		2.3 Lack of peer role models succeeding above grade level.	2.3 Continued implementation of PBS behavior recognition where students are recognized school-wide for positive behavior and academic choices.	2.3 SA Administrative Team	2.3 Increase in the percentage of students attending PBS reward activities	2.3 PBS Celebration Rosters

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2011-2012**	10%	10%	10%	10%	10%
Geometry Goal #3A: Success Academy will reduce the achievement gap annually by 10%, using best practices in delivering geometry instruction aligned to common core curriculum.						

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.**		3B.1. Lack of differentiated instruction	3B.1. Chunking content Daily/weekly Differentiated Accountability (DA) lessons in Algebra	3B.1. SA Administrative Team	3B.1. Improvement in student performance on: DataDirector, Gizmo, Kahn Academy, progress monitoring, and DA assessments	3B.1. DataDirector, and DA assessments
Geometry Goal #3B: *Increase the number of students making satisfactory progress in Geometry by 8%.*	**2012 Current Level of Performance:*** White: 0 Black: 63% (12) Hispanic: NA Asian: NA American Indian: NA / **2013 Expected Level of Performance:*** White: 0 Black: 45% Hispanic: 0 Asian: 0 American Indian: 0					
		3B.2. Lack of individually designed inquiry based products/projects.	3B.2. A minimum of one special student inquiry project per semester will be required in each math class.	3B.2. SA Administrative Team	3B.2. Improvement in student performance on: DataDirector, Gizmo, Kahn Academy, progress monitoring, and DA assessments	3B.2. DataDirector, and DA assessments
		3B.3 Lack of peer role models	3B.3 Continued implementation of PBS	3B.3 SA Administrative Team	3B.3 Increase in the	3B.3 PBS Celebration

		succeeding above grade level.	behavior recognition where students are recognized school-wide for positive behavior and academic choices.		percentage of students attending PBS reward activities	Rosters

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.							
Geometry Goal #3C: *NA*	2012 Current Level of Performance:* *NA*	2013 Expected Level of Performance:* *NA*					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.			3D.1. Lack of differentiated instruction	3D.1. Chunking content Daily/weekly Differentiated Accountability (DA) lessons in Algebra	3D.1. SA Administrative Team	3D.1. Improvement in student performance on: DataDirector, Gizmo, Kahn Academy, progress monitoring, and DA assessments	3D.1. DataDirector, and DA assessments
Geometry Goal #3D: *Increase the number of students making satisfactory progress in Geometry by 5%.*	2012 Current Level of Performance:* *NA*	2013 Expected Level of Performance:* *NA*					
			3D.2. Lack of individually designed inquiry based products/projects.	3D.2. A minimum of one special student inquiry project per semester will be required in each math class.	3B.2. SA Administrative Team	3D.2. Improvement in student performance on: DataDirector, Gizmo, Kahn Academy, progress monitoring, and DA assessments	3D.2. DataDirector, and DA assessments
			3D.3 Lack of peer role models succeeding above grade level.	3D.3 Continued implementation of PBS behavior recognition where students are recognized school-wide for positive behavior and	3B.3 SA Administrative Team	3D.3 Increase in the percentage of students attending PBS reward activities	3D.3 PBS Celebration Rosters

			academic choices.			

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1. Lack of differentiated instruction	3E.1. Chunking content Daily/weekly Differentiated Accountability (DA) lessons in Algebra	3E.1. SA Administrative Team	3E.1. Improvement in student performance on: DataDirector, Gizmo, Kahn Academy, progress monitoring, and DA assessments	3E.1. DataDirector, and DA assessments
Geometry Goal #3E: Increase the number of economically disadvantaged students making satisfactory progress in Geometry.	3E.2. Lack of individually designed inquiry based products/projects.	3E.2. A minimum of one special student inquiry project per semester will be required in each math class.	3E.2. SA Administrative Team	3E.2. Improvement in student performance on: DataDirector, Gizmo, Kahn Academy, progress monitoring, and DA assessments	3E.2. DataDirector, and DA assessments
	3E.3 Lack of peer role models succeeding above grade level.	3E.3 Continued implementation of PBS behavior recognition where students are recognized school-wide for positive behavior and academic choices.	3E.3 SA Administrative Team	3E.3 Increase in the percentage of students attending PBS reward activities	3E.3 PBS Celebration Rosters

Geometry Goal #3E: 2012 Current Level of Performance:* **52% (11)** — 2013 Expected Level of Performance:* **47%**

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Unwrapping the Math Benchmarks	All Math Grade Levels	Julie Lawson Michael McDaniel	All Math Teachers	As needed	Lesson Plans, walk-through observations, and IPDP follow-up	SA Administrative Team
SA Professional Learning Community	All grades and Subjects	Varies	All SA Teachers	Weekly throughout the school year	Lesson Plans and walk-through observations	SA Administrative Team

(topic determined by need)						
Sm5	Middle School Math Classes	Lee Allen and Larry Jennings	Middle School Math Teachers	September 2012	Lesson Plans, Sm5 reports, and walk-through observations,	Larry Jennings

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

Mathematics Budget (Insert rows as needed)

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

End of Mathematics Goals

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

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. Science Goal #1A: Increase the percent of students achieving proficiency, FCAT level 3, in science by 10%.	2012 Current Level of Performance:* *6% (3)*	2013 Expected Level of Performance:* *16%*	1A.1. Lack of differentiated instruction	1A.1. Horizontal and vertical math planning between grade levels. Improved use of paraprofessionals. Infusion of common core standards. Daily/ weekly differentiated accountability (DA) lessons in science.	1A.1. SA Admin Team	1A.1. Data Director progress monitoring, FCAT scores	1A.1. Data Director progress monitoring, FCAT scores
			1A.2. Lack of student science literacy	1A.2. Daily emphasis on science vocabulary within the classroom Daily/ weekly emphasis on making connections between science curriculum and real world experiences	1A.2. SA Admin Team	1A.2. Data Director progress monitoring, FCAT scores	1A.2. Data Director progress monitoring, FCAT scores
			1A.3. Weakness in students' ability to synthesize and problem solve	1A.3. incorporation of daily/ weekly science application problems Minimum of one student project per semester in order for students to	1A.3. SA Admin Team	1A.3. Data Director progress monitoring, FCAT scores	1A.3. Data Director progress monitoring, FCAT scores

				apply their knowledge of science in real world situations			
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Science Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *NA*	2013 Expected Level of Performance:* *NA*					
			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
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1. Lack of differentiated instruction	2A.1. Horizontal and vertical math planning between grade levels. Improved use of paraprofessionals. Infusion of common core standards. Daily/ weekly differentiated accountability (DA) lessons in science.	2A.1. SA Admin Team	2A.1. Data Director progress monitoring, FCAT scores	2A.1. Data Director progress monitoring, FCAT scores
Science Goal #2A: ***Increase the percent of students achieving above proficiency in science to 5%***	2012 Current Level of Performance:* *0*	2013Expected Level of Performance:* *5%*					
			2A.2. Lack of student science literacy	2A.2. Daily emphasis on science vocabulary within the classroom Daily/ weekly emphasis on making connections	2A.2. SA Admin Team	2A.2. Data Director progress monitoring, FCAT scores	2A.2. Data Director progress monitoring, FCAT scores

		between science curriculum and real world experiences				
		2A.3. Weakness in students' ability to synthesize and problem solve	2A.3. incorporation of daily/ weekly science application problems Minimum of one student project per semester in order for students to apply their knowledge of science in real world situations	2A.3. SA Admin Team	2A.3. Data Director progress monitoring, FCAT scores	2A.3. Data Director progress monitoring, FCAT scores
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.		2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Science Goal #2B: NA	2012 Current Level of Performance:* *NA*	2013Expected Level of Performance:* *NA*				
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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

Florida Alternate Assessment High School Science Goals

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

High School Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1.1.	1.1.	1.1.	1.1.	1.1.
Science Goal #1: *NA*	2012 Current Level of Performance:* *NA*	2013 Expected Level of Performance:* *NA*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2.1.	2.1.	2.1.	2.1.	2.1.
Science Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *NA*	2013Expected Level of Performance:* *NA*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Florida Alternate Assessment High School Science Goals

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

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

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

Biology 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology 1.			1.1. Lack of differentiated instruction	1.1. Horizontal and vertical math planning between grade levels. Improved use of paraprofessionals. Infusion of common core standards. Daily/ weekly differentiated accountability (DA) lessons in science.	1.1. SA Admin Team	1.1. Data Director progress monitoring, FCAT scores	1.1. Data Director progress monitoring, FCAT scores
Biology 1 Goal #1: *Increase the percent of students achieving proficiency in biology by 6%.*	2012 Current Level of Performance:* *19% (7)*	2013 Expected Level of Performance:* *25%*					
			1.2. Lack of student science literacy	2A.2. Daily emphasis on science vocabulary within the classroom Daily/ weekly emphasis on making connections between science curriculum and real world experiences	1.2. SA Admin Team	12. Data Director progress monitoring, FCAT scores	1.2. Data Director progress monitoring, FCAT scores
			1.3. Weakness in students' ability to synthesize and problem solve	1.3. incorporation of daily/ weekly science application problems Minimum of one student project per semester in order for students to apply their knowledge of science in real world situations	1.3. SA Admin Team	1.3. Data Director progress monitoring, FCAT scores	1.3. Data Director progress monitoring, FCAT scores

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1. Biology 1 Goal #2: *Increase the percent of students achieving above proficiency in biology by 7%*	2012 Current Level of Performance:* *8% (3)*	2013 Expected Level of Performance:* *15%*	2.1. Lack of differentiated instruction	2.1. Horizontal and vertical math planning between grade levels. Improved use of paraprofessionals. Infusion of common core standards. Daily/ weekly differentiated accountability (DA) lessons in science.	2.1. SA Admin Team	2.1. Data Director progress monitoring, FCAT scores	2.1. Data Director progress monitoring, FCAT scores
			2.2. Lack of student science literacy	2.2. Daily emphasis on science vocabulary within the classroom Daily/ weekly emphasis on making connections between science curriculum and real world experiences	2..2. SA Admin Team	2.2. Data Director progress monitoring, FCAT scores	2.2. Data Director progress monitoring, FCAT scores
			2.3. Weakness in students' ability to synthesize and problem solve	2.3. incorporation of daily/ weekly science application problems Minimum of one student project per semester in order for students to apply their knowledge of science in real world situations	2.3. SA Admin Team	2.3. Data Director progress monitoring, FCAT scores	2.3. Data Director progress monitoring, FCAT scores

End of Biology 1 EOC Goals

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

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

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
SA PLC (topics determined by need)	6-12	Varies	All SA Teachers	Weekly throughout the year	Lesson Plans and Walk through obervations	SA Admin Team
CIS Strategy	6-12	Josey Harris	All SA Teachers	September 2012	DOK notebook documentation	SA Admin Team

Science Budget (Insert rows as needed)

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

End of Science Goals

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

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

Writing Goals

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

Writing Goals		Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1A: *Increase the percent of students scoring at the proficiency level by 5%.*	<table><tr><td>2012 Current Level of Performance:*</td><td>2013 Expected Level of Performance:*</td></tr><tr><td>*58%*</td><td>*63%*</td></tr></table>	1A.1. Instructional rigor is lacking.	1A.1. Increase student opportunities to write across all content areas. Students will use the writing process daily: all writing will be dated and recorded in journal, notebook, or student portfolio for monitoring of growth across time.	1A.1. SA Administrative Team	1A.1. Improvement in Writes Upon Request (WUR) scores and FCAT Writing.	1A.1. Observations noted on classroom walkthrough logs. Evaluation of teacher lesson plans to determine implementation of strategies. WUR and FCAT Writing
		2A.2. Weakness in student ability to utilize the writing process and demonstrate mastery of 6+1 Writing Traits (Ideas and Development, Organization, Voice, Word Choice, Sentence Fluency, Conventions & Presentation, and ultimately publication) within their writing products.	2A.2. Implementation of 6+1 Writing Traits Instruction and Assessment Weekly Differentiated Accountability (DA) lessons in the area of Writing	2A.2. SA Administrative Team	2A.2. Improvement in student products (using 6+1 Writing Trait rubrics) in Writes Upon Request (WUR) scores and FCAT Writing.	2A.2. Observations noted on classroom walkthrough logs. Evaluation of teacher lesson plans to determine implementation of strategies. Student products
		2.3 Lack of individually designed inquiry based writing products/projects.	2.3 Implementation of the SA Literacy Initiative which	2.3. SA Administrative Team	2.3. Improvement in student products (using 6+1	2.3. Observations noted on classroom walkthrough

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

			requires each student to produce at least one research projects/papers per semester ranging from a mini research paper to and in-depth research paper with bibliography.		Writing Trait rubrics) in Writes Upon Request (WUR) scores and FCAT Writing.	logs. Evaluation of teacher lesson plans to determine implementation of strategies. Student products
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Writing Goal #1B: *NA*	2012 Current Level of Performance:* *NA*	2013 Expected Level of Performance:* *NA*				
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Writing	All grades and subjects	Julie Lawson	All SA Teachers	Pre-Planning and as needed	Lesson Plans and walk-through observations	SA Administrative Team
6+1 Writing Traits Training	All grades and subjects	Julie Lawson Michael McDaniel	All SA Teachers	Pre-Planning and as needed	Lesson Plans, walk-through observations, and IPDP follow-up	SA Administrative Team
SA Professional Learning Community (topic determined by need)	All grades and Subjects	Variety	All SA Teachers	Weekly throughout the school year	Lesson Plans and walk-through observations	SA Administrative Team

Writing Budget (Insert rows as needed)

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

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

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

End of Writing Goals

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

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

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

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

Enter narrative for the goal in this box.	*Enter numerical data for current level of performance in this box.*	*Enter numerical data for expected level of performance in this box.*				
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

End of Civics Goals

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

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

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.
U.S. History Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
U.S. History Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

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

U.S. History Professional Development

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

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

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

End of U.S. History Goals

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

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

Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Peer and community pressure not to attend school.	1.1. PBS implementation	1.1. SA Administrative Team	1.1. PBS data	1.1. PBS data
Attendance Goal #1: *Increase student daily attendance rate by 6%.* *Decrease student absences by 10%,* *Decrease student tardy rate by 5%*	2012 Current Attendance Rate:* *82%* 2012 Current Number of Students with Excessive Absences (10 or more) *248* 2012 Current Number of Students with Excessive Tardies (10 or more) *44*	2013 Expected Attendance Rate:* *88%* 2013 Expected Number of Students with Excessive Absences (10 or more) *224* 2013 Expected Number of Students with Excessive Tardies (10 or more) *35*					
			1.2. Lack of parent involvement.	1.2. Increase parent participation through Title I initiatives.	1.2. SA Administrative Team Title I Parent Action Team	1.2. Genesis attendance/tardy/late reports	1.2. Genesis
			1.3. Past and present academic failure	1.3. Provide differentiated instruction and needed tutoring and support, implement on-going	1.3. SA Administrative Team	1.3. Improvement in student performance on: FAIR progress monitoring, DataDirector and FCAT	1.3. FAIR data, Sm5, Pearson Reading, and DataDirector data reports, and FCAT data

			progress monitoring		Reading scores. Improvement in DataDirector progress monitoring data, Sm5, and FCAT data.	

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

Attendance Professional Development

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
SA Professional Learning Community (topic determined by need)	All grades and Subjects	Varies	All SA Teachers	Weekly throughout the school year	Lesson Plans and walk-through observations	SA Administrative Team
Title I Parent Action Team Meetings	All grades and Subjects	Varies	SA Administrators, Title I Parent Action Team Members, Leon County School staff	Monthly and/or Quarterly	Genesis reports, Parent Climate Survey	SA Administrative Team

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.

Attendance Budget (Insert rows as needed)

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

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

Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Attendance Goals

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension Decrease suspension rate by 10%. **Decrease number of out-of-school suspension by 10%.** **Decrease number of out-of-school suspension by 10%.**	2012 Total Number of In –School Suspensions *0* 2012 Total Number of Students Suspended In-School *0* 2012 Total Number of Out-of-School Suspensions *189* 2012 Total Number of Students Suspended Out- of- School *472*	2013 Expected Number of In- School Suspensions *0* 2013 Expected Number of Students Suspended In -School *0* 2013 Expected Number of Out-of-School Suspensions *170* 2013 Expected Number of Students Suspended Out- of-School *424*	1.1. Past and present behavioral and judicial issues	1.1. On-going support and monitoring by court and probation officers	1.1. SA Administrative Team	1.1. Genesis Reports, Educator's Handbook Reports, PBS documentation	1.1. Genesis, Educator's Handbook, PBS documentation
			1.2. Poor academic ability and success	1.2 Provide differentiated instruction and needed tutoring and support; implement on-going progress monitoring.	1.2. SA Administrative Team	1.2. Improvement in student performance on: FAIR, DataDirector, Sm5 and FCAT data.	1.2. FAIR data, DataDirector, Sm5, and FCAT data

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

		1.3. Lack of impulse control by students	1.3. PBS implementation	1.3. SA Administrative Team	1.3. PBS data	1.3. PBS data

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

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
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
SA Professional Learning Community (topic determined by need)	All grades and Subjects	Varies	All SA Teachers	Weekly throughout the school year	Lesson Plans and walk-through observations	SA Administrative Team
Title I Parent Action Team Meetings	All grades and Subjects	Varies	SA Administrators, Title I Parent Action Team Members, Leon County School staff	Monthly and/or Quarterly	Genesis reports, Parent Climate Survey	SA Administrative Team

Suspension Budget (Insert rows as needed)

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

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

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

			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 NA			1.1. Past and present behavioral and judicial issues	1.1. On-going support and monitoring by court and probation officers	1.1. SA Administrative Team	1.1. Genesis Reports, Educator's Handbook Reports, PBS documentation	1.1. Genesis, Educator's Handbook, PBS documentation
	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	NA No data available	*NA*					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	NA	*NA*					
			1.2. Poor academic ability and success	1.2 Provide differentiated instruction and needed tutoring and support, implement on-going progress monitoring	1.2 SA Administrative Team	1.2. Improvement in student performance on: FAIR, DataDirector, Sm5 and FCAT data.	1.2 FAIR data, DataDirector, Sm5, and FCAT data
			1.3. Lack of impulse control by students	1.3. PBS implementation	1.3. SA Administrative Team	1.3. PBS data	1.3. PBS data

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SA Professional Learning Community (topic determined by need)	All grades and Subjects	Varies	All SA Teachers	Weekly throughout the school year	Lesson Plans and walk-through observations	SA Administrative Team

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

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

Title I Parent Action Team Meetings	All grades and Subjects	Varies	SA Administrators, Title I Parent Action Team Members, Leon County School staff	Monthly and/or Quarterly	Genesis reports, Parent Climate Survey	SA Administrative Team

Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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 Parent Involvement Goal #1: Increase Parent Involvement by 5%. *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	2012 Current Level of Parent Involvement:* *20%*	2013 Expected Level of Parent Involvement:* *25%*	1.1. Family socio-economic issues (lack of transportation, difficult work schedules, etc.)	1.1. Provide phone conferences, e-mail communication, and flexibility in scheduling parent conferences	1.1. SA Administrative Team	1.1. SA on-line phone logs. Guidance calendar of parent conferences	1.1. SA on-line phone logs. Guidance calendar of parent conferences
			1.2. Poor history of parent involvement	1.2. SA Open House, parents invited to attend guest speaker assemblies, SA celebrations and other special school events	1.2. SA Administrative Team	1.2. Parent sign-in roster	1.2 Parent sign-in rosters.
			1.3. Lack of parenting skills	1.3. Parent section in monthly Title I SA newsletter	1.3. SA Administrative Team	1.3. Increase in parent communication	1.3. SA on-line phone log, parent sign-in rosters

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SA Professional Learning Community (topic determined by need)	All grades and Subjects	Varies	All SATeachers	Weekly throughout the school year	Lesson Plans and walk-through observations	SA Administrative Team

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

Title I Parent Action Team Meetings	All grades and Subjects	Varies	SA Administrators, Title I Parent Action Team Members, Leon County School staff	Monthly and/or Quarterly	Genesis reports, Parent Climate Survey	SA Administrative Team

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

Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: Increase the percent of students achieving proficiency (FCAT level 3) in Math by 6%.	1A.1. Lack of differentiated instruction	1A.1. Improved use of paraprofessionals. Daily/weekly Differentiated Accountability (DA) lessons in the area of Math	1A.1. SA Administrative Team	1A.1. Improvement in student performance on: DataDirector progress monitoring, Sm5 and FCAT Math scores.	1A.1. DataDirector, Sm5, and FCAT
	1A.2. Weakness in students' ability to synthesize and problem solve.	1A.2. Incorporation of daily math word problems/student projects in order for students to apply their knowledge in real world situations. Daily/weekly Differentiated Accountability (DA) lessons in the area of Math	1A.2. SA Administrative Team	1A.2. Improvement in student performance on: DataDirector progress monitoring Sm5 and FCAT Math scores.	1A.2. DataDirector, Sm5, and FCAT
	1A.3. Lack of school attendance due to behavioral and judicial issues	1A.3. PBS (Positive Behavior Support) implementation. Implementation of SA dress and attendance policy.	1A.3. SA Administrative Team, and PBS team	1A.3. Analysis of PBS data, school attendance and Educator's Handbook data	1A.3. Genesis and Educator's Handbook

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

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Unwrapping the Math Benchmarks	All Math Grade Levels	Julie Lawson Michael McDaniel	All Math Teachers	As needed	Lesson Plans, walk-through observations, and IPDP follow-up	SA Administrative Team
SA Professional Learning Community (topic determined by need)	All grades and Subjects	Varies	All SA Teachers	Weekly throughout the school year	Lesson Plans and walk-through observations	SA Administrative Team
Sm5	Middle School Math Classes	Lee Allen and Larry Jennings	Middle School Math Teachers	September 2012	Lesson Plans, Sm5 reports, and walk-through observations,	Larry Jennings

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

STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: Provide career awareness to all enrolled students.	1.1. Peer and community pressure not to attend school.	1.1. PBS implementation	1.1. SA Administrative Team	1.1. PBS data	1.1. PBS data
	1.2. Lack of parent involvement.	1.2. Increase parent participation through Title I initiatives.	1.2. SA Administrative Team Title I Parent Action Team	1.2. Genesis attendance/tardy/late reports	1.2. Genesis
	1.3. Past and present academic failure	1.3. Provide differentiated instruction and needed tutoring and support, implement on-going progress monitoring	1.3. SA Administrative Team	1.3. Improvement in student performance on: FAIR progress monitoring, DataDirector and FCAT Reading scores. Improvement in DataDirector progress monitoring data, Sm5, and FCAT data.	1.3. FAIR data, Sm5, Pearson Reading, and DataDirector data reports, and FCAT data

CTE Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SA Professional Learning Community (topic determined by need)	All grades and Subjects	Varies	All SA Teachers	Weekly throughout the school year	Lesson Plans and walk-through observations	SA Administrative Team
Title I Parent Action Team Meetings	All grades and Subjects	Varies	SA Administrators, Title I Parent Action Team Members, Leon County School staff	Monthly and/or Quarterly	Genesis reports, Parent Climate Survey	SA Administrative Team

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

CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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

Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level :* *Enter numerical data for current goal in this box.*	2013 Expected Level :* *Enter numerical data for expected goal in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

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

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

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

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

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

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

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

Differentiated Accountability

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

School Differentiated Accountability Status		
☐Priority	☐Focus	☒Prevent

Are you reward school? ☐Yes   ☒No
(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

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

School Advisory Council (SAC)

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

☒ Yes   ☐ No

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

Describe the activities of the SAC for the upcoming school year.
Monitor Success Academy Improvement Plan (SIP) progress on meeting objectives.

Describe the projected use of SAC funds.	Amount
Promote PBS within the school	TBA