

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: Performance Based Diploma Program	District Name: St. Lucie
Principal: Ellen Harden	Superintendent: Michael Lannon
SAC Chair: Vicki Seymour	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
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Principal	Ellen Harden	MAED Educational Leadership BS Chemistry/Education	8	7	<p>No School Grades – School Rating 2011 Declining AYP Record: 04-05 No, 80% 05-06 No, 74% 06-07 No, 74% 07-08 No, 79% 08-09 No, 92% 09-10 No, 72% 10-11 No, 67% 11-12 No AYP Data Posted</p> <p>Reading: NA Math: 10th grade 30% scored Level 3+ Mean Score 285 Science: 8th 6% Mean Score 236 and 11th 10% Mean Score 261 Writing: 8th 61% scored 4.0+, 10th 24% scored 4.0 +</p>
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Assistant Principal	Letty Richardson	<p>Bachelor's Degree/ Professional Studies Barry University Miami,Florida; Master of Science/Educational Leadership Nova Southeastern University, Fort Lauderdale, Florida; Certification in Middle Grades 5- 9; and Certification in Educational Leadership all Levels</p>	1	9	<p>Assistant Principal of Performance Based Diploma Program 2011 – 2012 11-12 NO AYP Data Posted FCAT Math: 14% Proficient FCAT Reading: 5% Proficient FCAT Writes: 49% Proficient</p> <p>Assistant Principal of Samuel Gaines Academy K-8 School 2009- 2010 Grade C High Standards in Reading 45%, High Standards in Math 44%, and High Standards in Writing 79%, High Standards in Science 22% Proficiency was met in Writing; Adequate Yearly Progress was not met in the 8 sub-groups. Assistant Principal Samuel G aines Academy K-8 School Grade C: Reading Mastery 41%, Math Mastery 38%, Writing Mastery 91%, Science Mastery 26%, and Adequate Yearly Progress was not met in the subgroups. Assistant Principal Allapattah Flats K-8 School 2007-2008 Grade C: Reading Mastery 61%, Math Mastery 54%, Writing Mastery 76%, Science Mastery 36%. Black and Economically Disadvantaged did not make AYP in Reading; Black, Hispanic, and Economically Disadvantaged did not make AYP in math. Assistant Principal Fort Pierce Westwood High School 2006-2007 Grade D: Reading Mastery 23%, Math Mastery 47%, Writing Mastery 76%, and Science Mastery 25%. None of the subgroups met AYP in Reading, White, Black, and Economically Disadvantaged did not make AYP in Math. Assistant Principal Fort Pierce Westwood High School Grade C: Reading Mastery 24%, Math 54%, Writing Mastery 74%, Science Mastery N/A, None of the Subgroups met AYP in Reading; Black and Economically Disadvantage did not make AYP in Math. Assistant Principal Fort Pierce Westwood High School 2004-2005 Grade D: Reading Mastery 22%, Math Mastery 55%, Writing Mastery 74%, Science Mastery N/A. None of the subgroups made AYP in Reading. Black did not make AYP in Math. Assistant Principal Fort Pierce Westwood High School 2003- 2004 Grade D: Reading Mastery 22%, Math Mastery 51%, Writing Mastery 88%,and Science Mastery N/A. None of the subgroups made AYP in Reading. Black, English Language Learners,and Students with Disabilities did not make AYP in Math.</p>
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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)

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. Regular meetings of new teachers with assistant principal	Assistant Principal, Program Specialist	On-going through June 2013
2. Partnering new teachers with veteran staff	Principal, Assistant Principal and Program Specialist	On-going through June 2013
3. College campus Job Fairs and Recruiting at Universities	Assigned District Personnel	April 2013
4. Professional Development that will further support quality instruction for effective teachers to help increase student achievement.	Principal, Assistant Principal, District Personnel/Consultants	On-going through June 2013

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Non-Highly Effective Instructors

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

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and/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
None	N/A

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
16	25%(4)	12.5%(2)	37.5%(6)	25%(4)	50%(8)	75%(3)	0.0%(0)	0.0%(0)	0.0%(0)

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
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<p>Elesea Page</p>	<p>Susan Minnear</p>	<p>Elesea Page was math curriculum specialist (k-12) for the district. She has 8 years of experience and has proven leadership skills. Ms. Page currently possesses a Doctoral degree in educational leadership and is one of the lead teachers in the Performance Based Diploma Program.</p>	<p>Meet Weekly for curriculum assistance and as needed to assist with instructional practices and classroom management.</p> <p>Support in finding instructional materials and resources as needed.</p> <p>One on one support provided by mentor.</p>
<p>Elesea Page</p>	<p>Estrella Martell</p>	<p>Elesea Page was math curriculum specialist (k-12) for the district. She has 8 years of experience and has proven leadership skills. Ms. Page currently possesses a Doctoral degree in educational leadership and is one of the lead teachers in the Performance Based Diploma Program.</p>	<p>Meet Weekly for curriculum assistance and as needed to assist with instructional practices and classroom management.</p> <p>Support in finding instructional materials and resources as needed.</p> <p>One on one support provided by mentor.</p>
<p>Linda Totton</p>	<p>Christopher Wilks</p>	<p>Linda Totton has 6 years of experience in the classroom. She is one of the lead teachers in the Performance Based Diploma Program. Her knowledge and expertise as a math teacher is evident through student success as measured by overall achievement using the E2020 academic program.</p>	<p>Meet Weekly for curriculum assistance and as needed to assist with instructional practices and classroom management.</p> <p>Support in finding instructional materials and resources as needed.</p> <p>One on one support provided by mentor.</p>

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Linda Totton	Ebony McCray	Linda Totton has 6 years of experience in the classroom. She is one of the lead teachers in the Performance Based Diploma Program. Her knowledge and expertise as a math teacher is evident through student success as measured by overall achievement using the E2020 academic program.	Meet Weekly for curriculum assistance and as needed to assist with instructional practices and classroom management. Support in finding instructional materials and resources as needed. One on one support provided by mentor.
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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A Coordinates and integrates with the following programs to provide support in reading, math, science and writing: Title II, Title III, Migrant, Neglected and Delinquent.
Title I, Part C- Migrant Coordinate s and integrate with Title I, Part A and Title III, to provide academic support as well as support for individual needs of families and students.
Title I, Part D Coordinate and integrate with Homeless, DJJ programs, and Migrant, IDEA to provide academic support as well as support for individual needs of families and students.
Title II Coordinates and integrates services for Professional Development and academic support to teachers for Reading and Mathematics with Title I, Part A, Title III, and IDEA.
Title III Title III Services are provided through the district for educational materials and ELL district support services to improve the education of immigrants and ELL students. This will be correlated with our after school tutorials and other interventions.
Title X- Homeless Integrates services with Title I, Part A homeless dollars and Part C for the support of homeless children’s academic and individual needs.
Supplemental Academic Instruction (SAI) N/A
Violence Prevention Programs Aggression Replacement Training (ART), Second Step, PEACE, Crisis Prevention Intervention, Professional Crisis Management.
Nutrition Programs Coordinates with local programs to provide information on how families can receive services such as Mustard Seed, The Harvest, our School Lunch program. The St. Lucie County Health Department provides with case management for LAPP program students.
Housing Programs Coordinate with local programs that provide support for rent, utilities and other needs of families such as Image of Christ in Fort Pierce
Head Start N/A
Adult Education Coordinates with Indian River State College to provide our parents with the opportunity to get their high school diploma.

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Career and Technical Education Through a partnership with Indian River State College, Performance-Based Diploma Program offers vocational training in, Air-Conditioning / Refrigeration & Heating Technology, Auto Technology, Barbering, Business & Office Skills, Carpentry, Cosmetology, Early Childhood Education, and Nails.
Job Training Job Coach sends weekly positions available in the community.
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team: In process; working closely with the district.
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?
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?
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.
Describe the plan to train staff on MTSS.
Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Principal: Ellen Harden Assistant Principal: Letty Richardson Program Specialist: Vicki Seymour English teacher: Karl Tutt Reading teacher: Estrella Martell
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). RTI: Curriculum Meetings held to review Literacy Routines developed by St. Lucie County, FAIR Testing data, Benchmark Testing data, etc. Meet to share strategies used and discuss ways to improve or sustain use across all content areas. Communication among teachers and sharing of ideas, templates, strategies, reading across the curriculum, etc. Develop print-rich environment for classrooms by lexile, maintain Write Traits format in all classrooms. Continue best practices with teachers: Daily mini lesson designed for explicit instruction, conferencing, and activation of prior knowledge, high-complexity questions/answers, and multiple opportunities to read. Coordinates assessments: FAIR, SLC Benchmarks, SRI, and Monthly Writing Assessments.

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Rule 6A-1.099811

Revised April 29, 2011

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

To improve communication within the school with all teachers, as well as improving reading and writing of all students. Demonstrate and develop a school-wide culture that prioritizes and promotes literacy development. Encourage teachers to display student's work and publicly recognize student's achievement. Teachers should implement, in each classroom, time in content related reading and reflection on their reading. Consistently integrate high quality reading, writing and vocabulary instruction to improve all students' literacy development and content learning.

Public School Choice

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

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

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

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

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

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

Creating a culture of literacy is the responsibility of every teacher, across all curricula. The following strategies are utilized in all classrooms:

- Provide a print rich classroom
- Provide opportunities for choice in what students can read
- Provide opportunities to interact socially
- Provide Professional Development opportunities

Other strategies:
Thinking Maps, Curriculum Calendars, CRISS strategies, Marzano's high yield strategies, Ruby Payne, Cooperative Learning

****High Schools Only***

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

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

The Performance-Based Diploma Program is an alternative education school. Core content, including credit recovery, is offered to students. All are required to participate in a vocational training program. Programs include, but are not limited to, Child Care, Office Skills Training, Air Condition/Refrigeration and Heating Technology, Carpentry and Automotive Technology.

Students may participate in dual enrollment at Indian River State College or take courses via Florida Virtual School. Seniors will participate in Weighing My Options / Peer Counseling Course.

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?

Alternative Education offers academic and elective courses. Students participate in Education 2020, the current software adopted by the school district. To develop meaningful content, teachers facilitate computer-assisted instruction based on Common Core State Standards (CCSS). Within the software, CCSS are embedded in lessons, activities, and virtual lectures, that draw upon students' prior knowledge to draw interest to

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presented material.

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](#).

- College prep courses provided
- ACT and SAT prep support and practice provided for students
- FCAT Explorer
- Mentoring and counseling provided to students to increase Bright Futures awards
- Students at all levels are placed in challenging coursework
- All 10th grade students take the PSAT
- All 11th grade students are encouraged to take the ACT or SAT
- All 11th grade students are required to take PERT
- All 10th, 11th, and 12th grade students enrolled in Algebra I, Geometry, or Biology are required to take End of Course Exams.
- All 12th grade students are encouraged to participate in tutoring and practice to increase FCAT re-take and ACT/SAT scores
- The Assistant Principal, Program Specialist, and Counselors assist students in completing fee waivers where applicable.
- Teachers and counselors assist students in completing college applications and scholarships
- Information regarding local college night is disseminated and students are recruited to participate in events

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1A.1. Students enroll in alternative education daily and transition quarterly. As students are enroll, most lack chunks of skill sets, due to attendance issues ,suspensions from school, and mobility from school to school or county/state.	1A.1. Utilize Marzano strategies to chunk learning, pre-assess students in reading, writing and math, teach students Thinking Maps as organizational tools, provide agendas to students and teach how to use. Teachers use Kagan strategies in lesson design.	1A.1. PBDP Faculty and Staff	1A.1. Reading Lexile gains, pretest to post-test gains in reading, math, writing, science, FCAT and EOC data	1A.1. Benchmark Assessments including pre/post and progress monitoring, monthly writing prompts, FCAT, EOC data		

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Reading Goal #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June 2013, there will be an expected 10% increase in students scoring proficiency on the FCAT.							
	<i>3% (*) are reading at grade level.</i>	<i>By June 2013, 10% (*) of students tested will score a level 3 on FCAT.</i>					
		1A.2. 1.1. Students transition in/out of alternative education daily.	1A.2. 1.1. Use of progress monitoring to document transient student movement.	1A.2. 1.1. PBDP Faculty and Staff	1A.2. 1.1. E2020 student progress report, attendance record.	1A.2. 1.1. Student Schedules, withdrawal/entry reports, report cards.	
		1A.3. 1.2. Majority of students entering alternative education are at a level 1 or 2 in reading.	1A.3. 1.2. Benchmark Pretest data will be utilized to design differentiated reading instruction.	1A.3. 1.2. Teachers	1A.3. 1.2. Data chats bi-weekly to review academic data on all students.	1A.3. 1.2. Quarterly Benchmarks and Teacher assessments demonstrate individual student learning gains.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	N/A						
Reading Goal #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.	2A.1. Less than 10% of student population achieve Levels 4 or higher on reading, math or science assessments.	2A.1. Professional Development on Webb's Levels of Complexity embedded in lesson design by all teachers.	2A.1. Teachers, admin.	2A.1. Lesson Plans reflect higher levels of complexity planned and used in instruction.	2A.1. Lesson Plans reviewed and classroom observations.		
Reading Goal #2A: By June 2013, there will be an expected 10% increase in students scoring at or above achievement level 4 on the FCAT.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>3% (*) are reading at or above level 4 in reading.</i>	<i>By June 2013, 10% (*) students tested on 2013 FCAT reading will score at or above level 4 on Reading FCAT.</i>					

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		2A.2. 2.1. Alternative education students rarely meet expectations of a level 4 or above in academic performance, therefore, very limited numbers of students are eligible for enrichment versus remedial courses.	2A.2. 2.1. A. Provide rigorous reading activities upper level students as enrichment. B. Provide enrichment elective offerings	2A.2. 2.1. Guidance Counselor, Teachers	2A.2. 2.1. Review individual student data from assessments during data meetings to monitor for negative gains.	2A.2. 2.1. Quarterly Benchmarks, Teacher observation / assessment tools	
		2A.3. Alternative Education students do not have the basic reading strategies to achieve success.	2A.3. 2.2 B. Provide professional development for implementation of 100 Book Challenge and book conversation.	2A.3. 2.2 Teachers	2A.3. 2.2 Daily conversations with students on what they are reading and their comprehension of the book.	2A.3. Teacher Observation, Increased Lexile Levels	
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		
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	N/A						
Reading Goal #2B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in reading.	3A.1. Willingness of students to actively participate in learning process.	3A.1. Utilize Marzano strategies, teach cooperative learning, social skills and have individual accountability embedded within.	3A.1. Teachers	3A.1. Completion of computerized lessons.	3A.1. Lesson Plans and Observations will determine if Kagan used by staff. Benchmarks will determine learning gains.		
<u>Reading Goal #3A:</u> By June 2013, there will be an expected 10% increase in students making learning gains in reading as evidenced by 2013 FCAT results.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>50% (36) students made learning gains in reading.</i>	<i>60% (43) students will make a learning gain on reading FCAT by June 2013.</i>					
		3A.2. 3.1. Students in alternative education have not experienced academic success in general due to the lack of background knowledge of basic reading strategies	3A.2. 3.1. Create opportunities for students to find success individually such by building fluency with comprehension best practices. Great Leaps will be used with all Level 1 and 2 students to practice fluency. Students will be taught to self-score and maintain growth graphs. Students will hold conference quarterly to communicate goals and progress with family.	3A.2. 3.1. Teachers, Students	3A.2. 3.1. Individual student data will be monitored by RTI team.	3A.2. 3.1. Precision Teaching Individual Data, FORF, Benchmarks, FCAT	

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. Appropriate challenging computer assisted instruction	4A.1. Professional Development for Instructional staff	4A.1. Assistant Principal, Principal	4A.1. Lexile gains 80% of student population earned a "C" or higher on assignments. Reading Goal #4: 17% (*) students in lowest 25% failed to make learning gains in reading. The usage of on-going data will be used to support appropriate instructional methods and skill assessment. The program specialist will be working closely with teachers to monitor students' progress. The goal is for 50% of students in the lowest quartile to make a learning gain in reading.	4A.1. Benchmark Data Education 2020 <u>2012 Current Level of Performance:*</u> <i>17 % (*) students in this cohort failed to make learning gains in reading.</i>		
Reading Goal #4: By June 2013, there will be an expected 10% increase in the lowest 25% of students making learning gains in reading as evidenced by 2013 FCAT results.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>17 % (*) students in this cohort failed to make learning gains in reading.</i>	<i>21% (*) in the lowest 25% will make a learning gain on reading FCAT by June 2012.</i>					

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		4A.2. 4.1. Students in lowest quartile have great academic reading deficiencies coupled with low self-esteem, lack of basic skills and comprehensive knowledge.	4A.2. 4.1. Pretest data will drive lesson design. 4.2. Lowest quartile will be monitored. 4.3. Students will have more differentiated instruction with adult to build reading skills. 4.4. Participate in 100 Book Challenge	4A.2. 4.1. Teachers	4A.2. 4.1. Individual student data brought to team for review. Lesson development/redesign on-going in reading classrooms. All academic core teachers in all content concentrate on reading strategies by becoming proficient in (CAR-PD) Content Area Reading.		
		4A.3. 4.2 Students in lowest 25% lack strategies in making connection with reading.	4A.3. 4.6 Leveling of students to find independent reading level 4.7 Differentiated Instruction on Independent Reading Level.	4A.3. 4.1. Teachers	4A.3. Oral and written book reports		

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011	8%	16%	23%	31%	39%	54%
<u>Reading Goal #5A:</u> By June 2013 16% of students will be proficient in Reading increasing from the previous year by 8%.							
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. Lacking background knowledge in content areas. White: Black: Hispanic: Asian: American Indian:	5B.1. Build background knowledge through Professional Development with teachers.	5B.1. Principal, Assistant Principal, Program Specialist	5B.1. Student grades on Skyward, Benchmark data	5B.1. SLC Benchmarks, FCAT, EOC data		
<u>Reading Goal #5B:</u> By June 2013, there will be an expected 10% increase of students not making satisfactory progress in reading.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	White: 21 Black:53 Hispanic:22 Asian:3 Multi Racial:2	White: 23 Black:58 Hispanic:24 Asian:4 Multi Racial:3					
		5B.2. 5B.1. Only reading teachers are ESOL endorsed. Content teachers are engaged in category based ESOL coursework. Very low numbers of ELL students means that there may only be one student in a classroom, increasing feelings of isolation among ELL students.	5B.2. 5B.1. Continue to require all teachers to work on ESOL coursework. Continue to require Lesson Designs include ELL strategies. Utilize teacher and peer mentors for ELL students.	5B.2. 5B.1. Principal, Assistant Principal, Program Specialist, and Teachers	5B.2. 5B.1. PBDP Team monitors progress of ELL students	5B.2. 5B.1. Assessment Data, Mentor Logs, Classroom Observations	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. Lack of self-esteem in content areas. Do not believe they can be successful due to lack of success academically.	5C.1. Build self-esteem through celebrations of success, have students chart own growth, set goals, see results.	5C.1. All Staff	5C.1. Student learning gains across all curricula.	5C.1. Benchmarks, Pre/Post assessments, Writing samples, FCAT, EOC.		
<u>Reading Goal #5C:</u> <i>By June 2013, there will be an expected 10% increase in (ELL) students not making satisfactory progress in reading.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>0% (*) students did not make satisfactory progress in reading.</i>	<i>10% (*) of (ELL) students tested on 2013 FCAT reading will make satisfactory progress in reading.</i>					

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		5C.2. 5C.1. Lack of basic skills in reading coupled with a lack of motivation to succeed. Outside influences are heavy with this subgroup – gang activity, not living with family members.	5C.2. 5C.1. Teachers work with ESE Chair to interpret IEP 5C.2. Use differentiated instruction strategies and on-going mini BAT assessments to drive instruction 5C.3. Identify mentors for students in need of additional adult support – use check in/out protocols for greatest need students 5C.4. Reduced numbers of students and increased individual teacher-student time in reading classrooms provide more one-to-one and small group instruction. 5C.5. Provide more independent reading opportunities within lexile range.	5C.2. 5C.1. Principal, Assistant Principal, Program Specialist, and assigned ESE Staff	5C.2. 5C.1. Mentor Logs reviewed, ESE Staff monitors IEP progress, classroom observations daily. Pair teachers with successful teachers. Observe effective teaching in action.	5C.2. 5C.1. Mentor logs, IEPs, Assessment data, Classroom Observations	
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following 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 Meeting individual learning needs of ESE students	5D.1 To enhance instruction through an interactive curriculum to support visual and tactile learning needs.	5D.1 ESE School Specialist Administration	5D.1 Progress monitoring by IEP’s and student achievement data/ Classroom walkthroughs	5D.1 IEP Student Achievement data		
<u>Reading Goal #5D:</u> By June 2013, there will be an expected 10% increase in Students with Disabilities (SWD) making satisfactory progress in reading.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<i>17.6% (*) SWD made satisfactory progress in reading.</i>	<i>28% (*) of SWD will make satisfactory progress in reading.</i>					
		5D.2 Lack of appropriate supplementary materials to support ESE students in the general education classroom.	5D.2 Implementation & support in using specific supplemental materials designed to meet the needs of ESE students and IEP requirements	5D.2 ESE School Specialist	5D.2 Progress monitoring by IEP's and student achievement data	5D.2 IEP Student Achievement data	
		5D.3. Lack of motivation and relevance to subjects to be successful with daily school work	5D. 3Provide additional time to read with high levels of success. Provide more choice of reading material for students.	5D.3. Teachers, Principal, Assistant Principal, Program Specialist	5D.3 Reading Logs	5D.3. Review quarterly grades as compared to quarterly benchmark data	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p>	<p>5E.1. Students feel detached from school and community due to overwhelming needs outside school environment..</p>	<p>5E.1. PBS model – create and maintain a culture of caring among teachers, students, families. Build real relationships with students. Weekly mentoring, ART curriculum with social skills weekly. CHAMPS designed into every lesson.</p> <p>Parents invited to GANG awareness with school staff and Resource Deputies. Home visits as requested/invited.</p>	<p>5E.1. Principal, Assistant Principal, Program Specialist, Staff, and Parents</p>	<p>5E.1. Participation logs, attendance at school functions will increase. Climate surveys created to monitor attitude toward school</p>	<p>5E.1. Attendance, Behavior and Academic data will be reviewed, climate survey data reviewed, and assessment data.</p>		

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<u>Reading Goal #5E:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June 2013, there will be an expected 10% increase in students scoring proficiency on the FCAT.							
	31.3% (21) economically disadvantaged students made satisfactory progress on FCAT Reading.	41% (27) of ED students tested on 2013 FCAT reading will make satisfactory progress.					
		5E.2. Lack of motivation and relevance to subjects to be successful with daily school work	5E.2. Promote a culture of valuing effort with quality work	5E.2. Teachers, Principal, Assistant Principal, Program Specialist	5E.2. PBS data reviewed	5E.2. Review quarterly grades as compared to quarterly benchmark data	
		5E.3. Basic skills lacking in reading – all strands	5E.3. 90 minute designed block of reading instruction following SLC Literacy routines and components. Provide more time to read with high levels of success. Provide more choice of reading material for students.	5E.3. Teachers, Principal, Assistant Principal, Program Specialist, Literacy Team	5E.3. Academic data from teacher as compared to , classroom observations, teacher/ teacher classroom visits	5E.3 Benchmarks and FCAT data. Teacher observation / assessment tool.	

Reading Professional Development

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

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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
Literacy Routines	9-12	Reading Coach	Teachers	Initial training 2.5 hours with follow-up monthly	Classroom Coaching and modeling strategies on-going	Reading Coach
Using Assessment to Drive Instruction	9-12	Principal, Literacy Coach, Literacy Team	Teachers	Monthly assessment data are gathered	Assessment Reporting by teachers in weekly curricula and data meetings by subject	Curricula Team Leaders, Principal
Thinking Maps	9-12	Literacy Coach, District Trainers	Teachers	Follow up Trainings 4 times a year.	Classroom Coaching and modeling strategies	Curricula Team, Principal
Kagan Follow-up	9-12	Curriculum Coaches, Team Leaders, Admin	Teachers	Quarterly PD with teachers	Monthly Progress Monitoring	Admin

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Reading Budget (Insert rows as needed)

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Using Assessment Data to Drive Instruction	Performance Matters Software PD 360	District	\$0.00
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	\$0.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Provide Print Rich Environment in classrooms within student lexile range	Purchase classroom libraries for students	School P24 funds	\$2,000.00
Subtotal:			
Total:			

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1.1. Only reading teachers are ESOL endorsed. Content teachers are engaged in category based ESOL coursework. Very low numbers of ELL students means that there may only be one student in a classroom, increasing feelings of isolation among ELL students.	1.1. Continue to require all teachers to work on ESOL coursework. Continue to require Lesson Designs include ELL strategies. Utilize teacher and peer mentors for ELL students.	1.1. Principal, Assistant Principal, Program Specialist, and Teachers	1.1. PBDP Team monitors progress of ELL students	1.1. Assessment Data, Mentor Logs, Classroom Observations	
<u>CELLA Goal #1:</u> 100 % of ELL students will be proficient in Listening / Speaking	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
	<i>100% (*) of students</i>					
		1.2. ELL students need to lean both English as core content and social/spoken English in order to communicate effectively.	1.2. Utilize a language experience approach were students produce language in response to first-hand, multi-sensorial experience.	1.2. Administrative/literacy/ coach/ Team or grade level teacher.	1.2. Classroom observations utilizing the SLC instructional format	1.2. CELLA
		1.3.	1.3.	1.3.	1.3.	1.3.

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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. Lacking background knowledge in content areas.	2.1. Build background knowledge through Professional Development with teachers.	2.1. Principal, Assistant Principal, Program Specialist	2.1. Student grades on Skyward, Benchmark data	2.1. SLC Benchmarks, FCAT, EOC data	
<u>CELLA Goal #2:</u> By June 2013, there will be an expected 10% increase in students scoring proficient on the FCAT.	<u>2012 Current Percent of Students Proficient in Reading:</u>					
	100% (*) student demonstrated adequate yearly progress on FCAT Reading.					
		2.2 Barrier for ELL students are the number of unfamiliar words encountered as an English learner reads a text or listens to teacher or peer academic talk	2.2 Teachers can read aloud to students helping them to develop and improve literacy skills by modeling.	2.2 Administrative / Literacy Coach / Team Leader	2.2 Formative Assessment and timed student readings	2.2 CELLA
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	2.1.	2.1.	2.1.	2.1.	2.1.	
<u>CELLA Goal #3:</u> No data in this section	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	<i>Enter numerical data for current level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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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
ESOL Strategies	PD In-service	District Provided	
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of CELLA Goals

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Elementary School Mathematics Goals

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

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

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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: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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

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<u>Mathematics Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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

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<u>Mathematics Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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

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<u>Mathematics Goal</u> <u>#5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
Mathematics Goal #5D: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

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

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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Mathematics Goal #1B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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

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<u>Mathematics Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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

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<u>Mathematics Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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

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<u>Mathematics Goal #5B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
Mathematics Goal #5D: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

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

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>			

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

End of Florida Alternate Assessment High School Mathematics Goals

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

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

Algebra 1 EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Algebra 1.	1.1. As students enroll in the Performance Based Diploma Program, we find that most students lack chunks of skill sets mostly due to attendance issues and/or lack of motivation.	1.1. Utilize Marzano strategies to chunk learning, pre-assess students in reading, writing and math, teach students Thinking Maps as organizational tools, provide agendas to students and teach how to use, teachers use Kagan strategies in lesson design.	1.1. PBBDP Faculty and Staff	1.1. Reading Lexile gains, pretest to post-test gains in reading, math, writing, science, EOC data	1.1. Benchmark Assessments including pre/post and progress monitoring, EOC data, Monitor student academic progress through formative assessments and E2020 data.		

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<u>Algebra 1 Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June 2013, there will be an expected 10% increase in students scoring proficiency on the Algebra 1 EOC.							
	17% (*) student demonstrated a level 3 on Algebra 1 EOC.	27% (*) students will demonstrate level 3 or higher on Algebra 1 EOC.					
		1.2. 70% of the student population attending based on academic and/or behavioral deficits in excess of two years below grade level.	1.2. Implement 90 minute instruction for all core subject areas.	1.2. Guidance Counselor, Principal, Assistant Principal, Program Specialist	1.2. Observation of instruction in math classrooms by administration and teacher peers.	1.2. Quarterly Benchmark Analysis	
		1.3. Students attendance rates are below district average.	1.3. Meetings to discuss attendance, tardy policy, and early dismissal data per child. Data Will be communicated to the parents.	1.3.PBDP Staff	1.3. Assistant Principal and PBDP Staff will review attendance data each Monday.	1.3. Teachers daily attendance in Skyward.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.</p>	<p>2.1. Less than 10% of student population achieve Levels 4 or higher on reading, math or science assessments.</p>	<p>2.1. Professional Development on Webbs Levels of Complexity embedded in lesson design by all teachers.</p>	<p>2.1. Teachers, Administration</p>	<p>2.1. Lesson Plans reflect higher levels of complexity planned and used in instruction.</p>	<p>2.1. Lesson Plans reviewed and classroom observations</p>		
<p><u>Algebra Goal #2:</u> 0% of current students demonstrated above proficiency as measured by the 2011-2012 Algebra 1 EOC. By June 2013, there will be an expected 10% increase in students scoring at level 4 or higher on the Algebra 1 EOC.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>0% (*) students demonstrated level 4 or 5 on the Algebra 1 EOC.</i></p>	<p><i>10% (*) students will score a level 4 or above on the Algebra 1 EOC.</i></p>					
		<p>2.2. Majority of the students accepted into the PBDP program are below grade level in mathematics concepts and lack basic mathematical skills.</p>	<p>2.2. Students scoring level 1 or 2 will be enrolled in Intensive Math and core math courses consecutively.</p>	<p>2.2. Math Team, Guidance, Administration</p>	<p>2.2. Monitor student academic progress through formative assessments and E2020 data.</p>	<p>2.2. SLC Benchmark</p>	

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		2.3. Majority of the students accepted into the PBDP program are below grade level in mathematics concepts and lack basic mathematical skills.	2.3. Students scoring level high 3,4,or 5 will be placed in an enrichment block	2.3. Administration and Guidance	2.3. Observations of instruction	2.3. PD rosters and observations of implementation. Monitor student academic progress through formative assessments and E2020 data.	
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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011 <u>17% of students</u>	17%	24%	31%	38%	45%	52%
<u>Algebra 1 Goal #3A:</u> There will be a 7% increase in the students scoring proficient on the Algebra 1 EOC every school term consecutively.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.	3B.1. White:19% (*) Black:55% (*) Hispanic:19% (*) White: Students lack basic skills Black: Students lack basic skills Hispanic: Students lack basic skills Asian: lack basic skills	3B.1. Utilize concrete strategies within a 90 minute class period- Intensive math class non-proficient students.	3B.1. Mathematics Teacher	3B.1. Classroom visits and lesson plans will reflect use of concrete strategies within block.	3B.1. Observations, lesson plans reviewed. SLC Benchmarks		

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<p>Algebra 1 Goal #3B: By June 2013, there will be an expected 10% increase in students scoring proficient on the Algebra 1 EOC</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White: 17%(*) Black:50%(*) Hispanic:17%(*) Asian: American Indian:</p>	<p>White:19% (*) Black: 55%(*) Hispanic: 19% (*) Multi-Racial: (*)</p>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.	3C.1. Students lacking background knowledge in content areas.	3C.1. Build background knowledge through Professional Development with teachers.	3C.1. Principal, Assistant Principal, and Program Specialist	3C.1. Student grades on Skyward, Benchmark data	3C.1. SLC Benchmarks, EOC data		
<u>Algebra 1 Goal #3C:</u> By June 2013, there will be an expected 10% increase in ELL students scoring proficient on the Algebra 1 EOC.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	25% (*) <i>proficient</i>	50% (*) <i>proficient</i>					
		3C.2. Due to small number of ELL students, there is a lack of opportunity to collectively collaborate on mathematics concepts within a math class.	3C.2. Design team/group opportunities for students to work together to solve math problems. Create/increase opportunities to work with peers verbalizing math strategies.	3C.2. Mathematics Teachers	3C.2. Classroom Observations and assessment data reviewed	3C.2. Teacher assessments, SLC Benchmarks, EOC	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.	3D.1. Lack of self-esteem in content areas. Do not believe they can be successful due to lack of success academically.	3D.1. Build self-esteem through celebrations of success, have students chart their growth and set learning goals.	3D.1. All Staff	3D.1. Student learning gains across all curricula.	3D.1 SLC Benchmarks, Pre/Post assessments, EOC.		
<u>Algebra 1 Goal #3D:</u> There were no students with disabilities who were proficient on the Algebra 1 EOC	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	0% (*)	10% (*) of Identified students will be proficient					
		3D.2. Students lack of basic mathematics skills.	3D.2. Utilize concrete strategies within 90 minute period of class instruction. All non-proficient students will enroll in Intensive math Class.	3D.2. Mathematics Teacher, assigned ESE Staff	3D.2. IEP Team monitors progress annually	3D.2.SLC Benchmarks, teacher assessments, EOC	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.	3E.1. Students lack resources at home	3E.1. Through PBS rewards, students can purchase materials, supplies, clothing, food, hygiene needs with The Point and Level System.	3E.1. All staff	3E.1. Attendance Records, qualitative data from students	3E.1. Attendance, Behavior and Academic Records		
<u>Algebra 1 Goal #3E:</u> By June 2013, there will be an expected 10% increase in students scoring proficient on the Algebra 1 EOC.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	0% (*)	10% (*) of Identified students.					
		3E.2. Lack of motivation for learning math skills relevant to subjects to be successful with daily school work.	3E.2. Promote a culture of valuing students' effort for quality of work.	3E.2. Teachers, Principal, Assistant Principal, Program Specialist	3E.2. PBS data reviewed	3E.2. Review quarterly grades as compared to quarterly benchmark data	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Algebra 1 EOC Goals

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

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

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

Geometry EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Geometry.	1.1. As students enroll in the Performance Based Diploma Program, we find that most students lack chunks of skill sets mostly due to attendance issues and/or lack of motivation.	1.1. Utilize Marzano strategies to chunk learning, pre-assess students in reading, writing and math, teach students Thinking Maps as organizational tools, provide agendas to students and teach how to use, teachers use Kagan strategies in lesson design.	1.1. PBDP Faculty and Staff	1.1. Reading Lexile gains, pretest to post-test gains in reading, math, writing, science, EOC data	1.1. Benchmark Assessments including pre/post and progress monitoring, EOC data, Monitor student academic progress through formative assessments and E2020 data.		

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<u>Geometry Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June 2013, there will be an expected 10% increase in students scoring proficiency on the Geometry EOC.							
	0% (*)	10% (*) of students enrolled in Geometry.					
		1.2. 70% of the student population attending based on academic and/or behavioral deficits in excess of two years below grade level.	1.2. Implement 90 minute instruction for all core subject areas.	1.2. Guidance Counselor, Principal, Assistant Principal, Program Specialist	1.2. Observation of instruction in math classrooms by administration and teacher peers.	1.2. Quarterly Benchmark Analysis	
		1.3. Students attendance rates are below district average.	1.3. Meetings to discuss attendance, tardy policy, and early dismissal data per child. Data Will be communicated to the parents.	1.3.PBDP Staff	1.3. Assistant Principal and PBDP Staff will review attendance data each Monday.	1.3. Teachers daily attendance in Skyward.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</p>	<p>2.1. Less than 10% of student population achieve Levels 4 or higher on reading, math or science assessments.</p>	<p>2.1. Professional Development on Webbs Levels of Complexity embedded in lesson design by all teachers.</p>	<p>2.1. Teachers, Administration</p>	<p>2.1. Lesson Plans reflect higher levels of complexity planned and used in instruction.</p>	<p>2.1. Lesson Plans reviewed and classroom observations</p>		
<p>Geometry Goal #2: By June 2013, there will be an expected 10% increase in students scoring proficiency on the Geometry EOC.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>0% (*)</p>	<p>10% (*) of Students on Geometry.</p>					
		<p>2.2. Majority of the students accepted into the PBDP program are below grade level in mathematics concepts and lack basic mathematical skills.</p>	<p>2.2. Students scoring level 1 or 2 will be enrolled in Intensive Math and core math courses consecutively.</p>	<p>2.2. Math Team, Guidance, Administration</p>	<p>2.2. Monitor student academic progress through formative assessments and E2020 data.</p>	<p>2.2. SLC Benchmark</p>	

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		2.3. Majority of the students accepted into the PBDP program are below grade level in mathematics concepts and lack basic mathematical skills.	2.3. Students scoring level high 3,4,or 5 will be placed in an enrichment block	2.3. Administration and Guidance	2.3. Observations of instruction	2.3. PD rosters and observations of implementation. Monitor student academic progress through formative assessments and E2020 data.	
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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2011-2012 <u>0% (*) of students proficient</u>	8%	17%	25%	33%	42%	
<u>Geometry Goal #3A:</u> There will be an 8% increase in the students scoring proficient on the Geometry EOC every school term consecutively.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</p>	<p>3B.1. White: Students lack basic skills Black: Students lack basic skills Hispanic: Students lack basic skills Asian: lack basic skills</p> <p>White:30% (*) Black:70% (*) Hispanic:10% (*) Asian 10% (*)</p>	<p>3B.1. Utilize concrete strategies within a 90 minute class period- Intensive math class non-proficient students.</p>	<p>3B.1. Mathematics Teacher</p>	<p>3B.1. Classroom visits and lesson plans will reflect use of concrete strategies within block.</p>	<p>3B.1. Observations, lesson plans reviewed. SLC Benchmarks</p>		
<p><u>Geometry Goal #3B:</u> By June 2013, there will be an expected 10% increase in students scoring proficient on the Geometry EOC</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i> White: 27% (*) Black:63%(*) Hispanic:9%(*) Asian: American Indian:</p>	<p>White:30% (*) Black:70% (*) Hispanic:10% (*) Asian 10% (*)</p>					
		<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	

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		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	
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August 2012
Rule 6A-1.099811
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.	3C.1. Students lacking background knowledge in content areas.	3C.1. Build background knowledge through Professional Development with teachers.	3C.1. Principal, Assistant Principal, and Program Specialist	3C.1. Student grades on Skyward, Benchmark data	3C.1. SLC Benchmarks, EOC data		
<u>Geometry Goal #3C:</u> By June 2013, there will be an expected 10% increase in ELL students scoring proficient on the Geometry EOC.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>0% (*) proficient</i>	<i>10% (*) of students identified</i>					
		3C.2. Due to small number of ELL students, there is a lack of opportunity to collectively collaborate on mathematics concepts within a math class.	3C.2. Design team/group opportunities for students to work together to solve math problems. Create/increase opportunities to work with peers verbalizing math strategies.	3C.2. Mathematics Teachers	3C.2. Classroom Observations and assessment data reviewed	3C.2. Teacher assessments, SLC Benchmarks, EOC	
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		

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<p>3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.</p>	<p>3D.1. Lack of self-esteem in content areas. Do not believe they can be successful due to lack of success academically.</p>	<p>3D.1. Build self-esteem through celebrations of success, have students chart their growth and set learning goals.</p>	<p>3D.1. All Staff</p>	<p>3D.1. Student learning gains across all curricula.</p>	<p>3D.1. Benchmarks, Pre/Post assessments, EOC.</p>		
<p><u>Algebra 1 Goal #3D:</u> There were no students with disabilities who were proficient on the Geometry EOC</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>0% (*)</p>	<p>10% (*) of Identified students will be proficient</p>					
		<p>3D.2. Students lack of basic mathematics skills.</p>	<p>3D.2. Utilize concrete strategies within 90 minute period of class instruction. All non-proficient students will enroll in Intensive math Class.</p>	<p>3D.2. Mathematics Teacher, assigned ESE Staff</p>	<p>3D.2. IEP Team monitors progress annually</p>	<p>3D.2. Mini Bats, teacher assessments, EOC</p>	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1. Students lack resources at home	3E.1. Through PBS rewards, students can purchase materials, supplies, clothing, food, hygiene needs with The Point and Level System.	3E.1. All staff	3E.1. Attendance Records, qualitative data from students	3E.1. Attendance, Behavior and Academic Records		
<u>Algebra 1 Goal #3E:</u> By June 2013, there will be an expected 10% increase in students scoring proficient on the Geometry EOC.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	0% (*)	10% (*) of Identified students.					
		3E.2. Lack of motivation for learning math skills relevant to subjects to be successful with daily school work.	3E.2. Promote a culture of valuing students' effort for quality of work.	3E.2. Teachers, Principal, Assistant Principal, Program Specialist	3E.2. PBS data reviewed	3E.2. Review quarterly grades as compared to quarterly benchmark data	

End of Geometry EOC Goals

Mathematics Professional Development

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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Math Routines	9-12	District	Teacher	District PD on ERO	Work with District Math Coach Monthly	Assistant Principal
Concrete Applications in Math	9-12	FDLRS	Teachers	Quarterly	Consultant Coaching within Teacher Classroom, Classroom Observations, Lesson Plans	Principal, Assistant Principal, FDLRS
Using Assessment to Drive Instruction	9-12	District Math Coach	Teachers	Monthly assessment data are gathered	Assessment Reporting by teachers in weekly curricula and data meetings by subject	Curricula Team Leaders, Principal

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Assessment	ACT test materials		
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Performance Matters	Visual Display of Individual student assessment data	District	
Education 2020	CAI Program	District	
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Using Assessment to Drive Instruction	Using FCAT Test Maker to develop Mini BATS per strand to monitor student progress	District	
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Individualized Instruction / Support	Math Coach / E2020	School	
Subtotal:			
Total:			

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

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

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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Science Goal #1B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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

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<u>Science Goal #2B:</u>	<u>2012 Current</u>	<u>2013Expected</u>					
<i>Enter narrative for the goal in this box.</i>	<u>Level of Performance:*</u>	<u>Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

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

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>			

End of Florida Alternate Assessment High School Science Goals

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

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

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

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<p>1. Students scoring at Achievement Level 3 in Biology 1.</p>	<p>1.1. Students enroll in alternative education daily. As we enroll, we find most students lacking chunks of skills sets mostly due to attendance issues from behavioral suspensions from school, mobility from school to school or county/state.</p>	<p>1.1. Utilize Marzano strategies to chunk learning, pre-assess students in reading, writing, and math, teach students Thinking Maps as organizational tools, provide agendas to students and teach how to use.</p>	<p>1.1. PBDP Faculty and Staff</p>	<p>1.1. Pretest to post-test gains in science FCAT and EOC data.</p>	<p>1.1. Benchmark assessments including pre/post and progress monitoring, FCAT, EOC data.</p>		
<p>Biology 1 Goal #1: By the end of the 2012-2013 school year, there will be an expected increase of students scoring a level 3 or higher on the Biology End of Course Exam.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>Percentage of students scored at Achievement Level 3 on Biology EOC exam in Science 14% (*) student achieved proficiency in Biology.</p>	<p>Expected level of performance by June 2013; 24% (*) of all students will demonstrate proficiency on the Biology End of Course Exam.</p>					

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		1.2. Lack of student engagement and motivation.	1.2. Use of computer assisted engaging learning activities.	1.2. Science Teacher Program Specialist Assistant Principal	1.2. E2020 quiz/assessments at the completion of each concept. E2020 test/assessments at the completion of each major unit. Remediation as needed. Staff meetings held weekly to analyze data.	1.2. E2020 quiz and lab assessments, major unit assessments, FCAT testmaker, Mini BATS, Summative and Formative Assessments.	
		1.3. Student misconceptions of scientific concepts.	1.3. Pre-assessment using scientific probes and/or screeners to determine misconceptions.	1.3. Science Teacher	1.3. E2020 quiz/assessments at the completion of each concept. E2020 test/assessments at the completion of each major unit. Remediation as needed. Weekly staff meetings of PBDP staff to analyze data.	1.3. E2020 quiz and lab assessments, major unit assessments, FCAT testmaker, Mini BATS, Summative and Formative Assessments	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.	2.1. Less than 10% of the student population achieve Levels 4 or higher on reading, math or science assessments.	2.1. Professional development on Webbs Levels of Complexity embedded in lesson design by all teachers.	2.1. Teachers and Administration	2.1. Lesson plans reflect higher levels of complexity planned and used in instruction.	2.1. Lesson plans reviewed and classroom observations.		
<u>Biology 1 Goal #2:</u> By June 2013, there will be a 10% increase in students scoring above or at Levels 4 and 5 on the EOC exam.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					

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		2.2.Lack of hands on inquiry based research and experimentation .	2.2.Assistant Principal will work with Science teacher in classroom quarterly. Science teacher will observe highly qualified effective science teachers as determined by the Assistant Principal.	2.2.Assistant Principal, Program Specialist, and Science teacher	2.2.E2020 quiz/assessments at the completion of each concept. E2020 test/assessments at the completion of each major unit. Remediation as needed. Staff meetings held weekly to analyze data.	2.2. E2020 quiz and lab assessments, major unit assessments, FCAT testmaker, Mini BATS, Summative and Formative Assessments.	
		2.3. Student misconceptions of scientific concepts.	2.3.Pre-assessment using scientific probes and/or screeners to determine misconceptions.	2.3. Science Teacher	2.3. E2020 quiz/assessments at the completion of each concept. E2020 test/assessments at the completion of each major unit. Remediation as needed. Weekly staff meetings of PBDP staff to analyze data.	2.3. E2020 quiz and lab assessments, major unit assessments, FCAT testmaker, Mini BATS, Summative and Formative Assessments	

End of Biology I EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
5 E Model Inquiry Based Inquiry	9-12	District Science Coach	Science Teachers	Weekly meetings with PBDP Staff.	Science Coach to work with Science Teachers in their classroom twice a month.	Science Coach.
Education 2020	9-12	E2020 Consultant	Science Teachers	Quarterly Meetings with PBDP Science Teachers and E2020 Consultant.	E2020 Consultant to work with PBDP Science Teachers as needed.	E2020 Consultant / Administration
Physical Science Training.	9	District Science Supervisors	Science teachers will attend district professional developments.	Workshops as provided by District Professional Development Calendar.	Weekly Science Team Meeting for collaboration and monthly visits from district science supervisors.	Science Coach, District science Supervisors

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Amount
Interpret 2012-2013 Pre-Benchmark data to determine strengths and weaknesses of students in grades 9-12.	Pre-Benchmark Assessments/Performance Matters Software	School	

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Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Implement pre/post/and mid-year assessments and use data to guide instruction	Benchmarks, FCAT Test Maker/ Performance Matters	School	
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Provide more in depth learning of CCSS science benchmarks.	Education 2020	District	
Education 2020 for high school students which incorporates interactive activities to increase student engagement.	Education 2020	District	
Utilize additional science materials aligned to CCSS	Pearson Physical Science textbooks, materials and software	District	
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Science Goals

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Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1. Students demonstrate reluctance toward writing essays.	1A.1. Teachers use Write Traits and cooperative learning activities to engage students in the writing process.	1A.1. Teachers	1A.1. Progress monitoring of monthly writing prompts by English teachers. Cross-curricular writing within content areas to build intrinsic value for students.	1A.1. Monthly writing prompt results reviewed and placed into Performance Matters data collection tool.		

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<p><u>Writing Goal #1A:</u> Current data reflect 49% (21) students are at or above Level 3 on Writing Assessment. By June 2013, 51% will demonstrate level 3 or above on Writing Assessment.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>Current data reflects 49% (21) Level 3 or higher on FCAT Writes.</p>	<p>By June 2013, 54% (23) of students tested will be proficient or above as measured by FCAT Writing Assessment.</p>					
		<p>1A.2.</p>	<p>1A.2.</p>	<p>1A.2.</p>	<p>1A.2.</p>	<p>1A.2.</p>	
		<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	<p>1A.3.</p>	
<p>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</p>	<p>N/A</p>						

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<u>Writing Goal #1B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Write Traits	9-12	Teacher Trainer	English Teacher Social Studies Teacher	Training on-going from previous years, current staff continued training monthly reviews	Monthly reviews of student work	English Curriculum Team Leader, All English Teachers

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
Write Traits	School-based team trainers		
Targeted Tutoring	Review and practice of skills		
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Write Traits	School continuing PD for new staff	District	
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Writing Goals

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

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

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

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

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Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

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

End of Civics Goals

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

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

U.S. History EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in U.S. History.	1.1. Poor attendance, student suspensions, and missed academic instructional time.	1.1. Increase attendance, decrease student suspensions, increase student instructional time.	1.1. Team Leaders, teachers and administration and Data Specialist	1.1. Individual student attendance on Skyward, Student Discipline Referrals, Classwork/Grades.	1.1. EOC's/FCAT and Benchmark Assessments		
U.S. History Goal #1: By the end of the year, 10% of students will score 70% or higher on the US History EOC	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
	<i>No Data Available for 2012</i>	<i>By the end of the year, 10% of students will score 70% or higher on the US History EOC.</i>					

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		<p>1.2. Students have limited abilities in historical causation combined with limited content-specific vocabulary.</p>	<p>1.2. All strategies will include appropriate and intentional CCSS reading and writing literacy standards for History/Social Studies DQ2 Elements 6, 8, 12, and 15 for teacher to establish background knowledge.</p> <p>Provide activities which help students develop an understanding of the content-specific vocabulary taught in history.</p> <p>Provide activities which help students develop an understanding of historical causation.</p>	<p>1.2. Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.</p>	<p>1.2. School and district assessments will be administered to monitor student progress and adjust the instructional focus</p>	<p>1.2. US History EOC. District and school assessments.</p>	
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		<p>1.3. Students have limited ability to understand and work with historical documents.</p>	<p>1.3. All strategies will include appropriate and intentional CCSS reading and writing literacy standards for History/Social Studies.</p> <p>DQ3 Elements 15, 17, and 19.</p> <p>DQ4 Elements 21, 22, and 23.</p> <p>DQ9 Elements 39, 40, and 41.</p> <p>Provide opportunities for students to strengthen their abilities to read and interpret graphs, charts, maps, timelines, political cartoons, and other graphic representations such as DBQ Project.</p> <p>Provide opportunities that allow students to interpret primary and secondary sources of information such as DBQ Project.</p> <p>Provide opportunities for students to examine opposing points of view on a variety of issues.</p> <p>Provide opportunities for students to write to inform and to persuade.</p> <p>Provide opportunities for students to participate in project-based learning activities, including History Fair.</p>	<p>1.3. Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.</p>	<p>1.3. School and district assessments, as well as regular DBQ-based writing assessments will be administered to monitor student progress and adjust the instructional focus.</p>	<p>1.3. US History EOC.</p> <p>District and school assessments.</p> <p>SLC Framework.</p> <p>Student writing samples from DBQ-based activities.</p> <p>Scored rubric from History Fair.</p>	
<p>Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</p>	<p>2.1. All strategies will include appropriate and intentional CCSS reading and writing literacy standards for History/Social Studies.</p> <p>DQ3 Elements 15, 17, and 19.</p> <p>DQ4 Elements 21, 22, and 23.</p> <p>Provide opportunities for students to research specific events and personalities in history using both print and non-print resources.</p> <p>Provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues in history.</p>	<p>2.1. All strategies will include appropriate and intentional CCSS reading and writing literacy standards for History/Social Studies.</p> <p>DQ3 Elements 15, 17, and 19.</p> <p>DQ4 Elements 21, 22, and 23.</p> <p>Provide opportunities for students to research specific events and personalities in history using both print and non-print resources.</p> <p>Provide students with opportunities to discuss the values, complexities, and dilemmas involved in social, political, and economic issues in history.</p>	<p>2.1. Administration is responsible for monitoring the implementation of the identified strategies using the SLC Framework.</p>	<p>2.1. School and district assessments will be administered to monitor student progress and adjust the instructional focus.</p>	<p>2.1. US History EOC.</p> <p>District and school assessments.</p> <p>SLC Framework</p>		
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U.S. History Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
By the end of the year, 10% (*) of students (n) will score 70% or higher on the US History EOC							
	NO DATA AVAILABLE FOR 2012	By the end of the year, 10% (*) of students (n) will score 70% or higher on the US History EOC					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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U.S. History Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Use of US History Item Specs and CCSS	Grade 11	Asst. Principal	Grade Level	Teacher PD Days	Learning Goals/Scales	Administration
US History DBQ Project / CIS	Grade 11	DBQ Trainer	Grade Level	September – March	Follow-up training, student work samples	Administration

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
DBQ Project / CIS	Class set of materials and teacher resources	Title I / Title II	\$575.00
Subtotal:			
Technology			

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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

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Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance	1.1. Majority of the students enrolled in the PBDP do not value attending school regularly.	1.1. Provide incentives through PBS for regular attendance.	1.1. PBDP Staff	1.1. PBDP Staff will review attendance weekly.	1.1. Attendance Records		
<u>Attendance Goal #1:</u> The average daily attendance will increase by at least 10% for the 2012 – 2013 school year.	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	During the 2012 school year, the average daily attendance rate was 83%.	For the 2013 school year, the average daily attendance rate will be 92% or higher.					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					

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	17% (40)	7% (16)					
	<u>2012 Current</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Tardies (10 or</u> <u>more)</u>	<u>2013 Expected</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Tardies (10 or</u> <u>more)</u>					
	10% (23)	5% (*)					
		1.2.	Manly students have partnerships with community agencies with support for teen parents.	1.2. Keeping alcohol holders attending school.	1.2. PBDP Staff will review attendance weekly.	1.2. Anecdotal data from students, attendance records.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBS	9-12	Principal, Assistant Principal, Program Specialist	All Staff	District PD provided in ERO	PBS events attendance	PBS COACH, Administration

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

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

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1.1. Approximately 25% of PBDP students also have extensive discipline problems/histories.	1.1. Positive Behavioral Support (PBS). CHAMPS Crisis Prevention Intervention (CPI). Mentoring class	1.1. Principal, Assistant Principal, Program Specialist	1.1. PBDP Staff will review data weekly.	1.1. Skyward and BIR		
Suspension Goal #1: By the end of the 2012-2013 school year in School Suspensions and Out of School Suspensions will be decreased by 10%	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	0	0					

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	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In -School</u>					
	0	0					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	30	27					
	<u>2012 Total Number of Students Suspended Out- of- School</u>	<u>2013 Expected Number of Students Suspended Out- of-School</u>					
	20	18					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Crisis Prevention and Intervention	9-12	District Trainer	100% teachers & staff	October	Trainers monitor staff – throughout school year	Trainer, Certified Behavior Analyst
Marzano	9-12	Assistant Principal, Program Specialist	PBDP Staff and Teachers	August and ongoing during scheduled PD early out days quarterly	Monitor progress weekly	Principal, Assistant, Program Specialist

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
CPI	School-based trainer		\$0.00
CHAMPS	District Supported		\$0.00
	\$0.00Subtotal:		
Technology			
Strategy	Description of Resources	Funding Source	Amount

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No data	No data	No data	\$0.00
			\$0.00
\$0.00Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
No data	No data	No data	\$0.00
\$0.00Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
\$0.00Subtotal:			
\$0.00 Total:			

End of Suspension Goals

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Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Dropout Prevention	1.1. Students are behind in credits and/or have a low GPA	1.1 * Student Lead Conferences Teacher Lead Conferences with the student. • Parent / Conferences	1.1 Guidance counselors/admin PBDP instructors PBDP Program Specialist	1.1. Grades and credit checks Grades and credit checks	1.1. Skyward Skyward		
<u>Dropout Prevention Goal #1:</u> Decrease number of dropouts by 10% by June 2013.	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	Our student body is comprised of dropout prevention students as defined coursework and program definition.	By June 2013, there will be a decrease of 10% of students dropping out of school.					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					

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	60% of students identified as seniors graduated in 2012	80% of students identified as seniors will graduate by June 2013					
		1.2. Students have responsibilities at home; schedule difficult	1.2. Refer to FVS or IRSC adult ed in addition to partial schedule on campus	1.2. Guidance Counselor	1.2. withdrawal codes	1.2. Skyward	
		1.3. Students need additional support in academics or assistance regarding post-secondary education	1.3. Partnership with Educational Talent Search Partnership with Educational Talent Search Partnership with Upward Bound	1.3. Assistant Principal, Guidance counselor	1.3. grades and credit checks	1.3. Graduation rates	

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
Student recruitment and retention	9-12	Principal Program Specialist Assistant Principal	PBDP Instructors 9-12	Once every quarter on designated PD days	Observations Classroom walk-throughs Mid-year and final evaluations	Principal, Assistant Principal, Program Specialist

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Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to “Guiding Questions,” identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement	1.1. Insufficient communication	1.1. use of connect-ed • use of school marquee • use of school website • use of targeted mailing • use of Skyward	1.1. secretary, attendance clerk, guidance clerk, school clerk, PBDP Teachers, Program Specialist	1.1. sign in sheets at events, school surveys	1.1. Skyward reports, sign in rosters		
<u>Parent Involvement Goal #1:</u> Parental involvement was at 60% last year. It should increase by 10% in 2013	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
	25% of parents participated in school activities.	60% of parents will participate in school activities this year.					

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		1.2.1.2. Work schedules may not be conducive to attending many events	1.2. Use a variety of times to schedule parent involvement activities	1.2. admin	1.2. review of times and days events are offered	1.2. Rosters of participation	
		1.3. Language barrier	1.3. <ul style="list-style-type: none"> • all connected messages sent in multiple languages • all parent communication between school and home send in home language 	1.3. secretary, attendance clerk, guidance clerk, school clerk	1.3. number of ESOL parents attending functions	1.3. 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

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Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
N/A					

STEM Professional Development

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

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professional development or PLC activity.						
PD Content / Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p><u>CTE Goal #1:</u> By the June 2013, 50% of all PBDP students will participate in the Dual Enrollment program provided by Indian River State College (IRSC).</p>	<p>1. Majority of the students enrolled in the PBDP do not have the resources to attend IRSC.</p>	<p>1.1.Encourage all eligible students to take advantage of courses provided by the Dual Enrollment program at IRSC</p>	<p>1.1.Assistant Principal, Program Specialist, Guidance Counselor</p>	<p>1.1.Enrollment Data in the Dual Enrollment Program, Attendance data, grades</p>	<p>1.1.Skyward Student schedule, Mariner (IRSC grading system)</p>
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC)						

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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

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CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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Additional Goal(s)

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

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

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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

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

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

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

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

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Grand Total:

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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.
Parent involvement night, monthly meetings,

Describe the projected use of SAC funds.	Amount
--	--------

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Revised April 29, 2011

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