

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Silver Sands School	District Name: Okaloosa County Schools
Principal: Alan Lambert	Superintendent: Alexis Tibbetts
SAC Chair: Lee Griffin	Date of School Board Approval: Sept. 30, 2012

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Alan Lambert	B.S. Biology, M.S. Science M.Ed Curriculum and Instruction Certifications: Biology (6-12), General Science(5-9), Endorsements: Gifted, ESOL (K-12)	Second Year	9	<p>Center schools for students with moderate to profound disabilities do not receive a school grade.</p> <p>2011-2012: Tested 70 students using the FAA. 44% (26) scored AYP in Reading and 47% (27) scored AYP in Math. All of our students are students with disabilities thus having the same scores for that subgroup. The only other subgroups with enough students to score were white and economically disadvantaged. The white subgroup scored 21% (12) proficient in Reading and 18% (10) proficient in Math. The economically disadvantaged students scored 19% (11) proficient in Reading and 19% (11) proficient in Math.</p> <p>2010-2011: Tested 74 students using the FAA. 28% (17) scored AYP in Reading and 41% (25) scored AYP in Math. All of our students are students with disabilities thus having the same scores for that subgroup. The only other subgroups with enough students to score were white and economically disadvantaged. The white subgroup scored 10% (6) proficient in Reading and 17% (10) proficient in Math. The economically disadvantaged students scored 12% (7) proficient in Reading and 18% (11) proficient in Math.</p> <p>2009-2010: Tested 58 students using the FAA. 42% (24) scored AYP in Reading and 40% (23) scored AYP in Math. All of our students are students with disabilities thus having the same scores for that subgroup. The only other subgroups with enough students to score were white and economically disadvantaged. The white subgroup scored 34% (12) proficient in Reading and 28% (10) proficient in Math. The economically disadvantaged students scored 42% (15) proficient in Reading and 48% (17) proficient in Math.</p> <p>2008-2009: First year we could compare a standardized test; however, the measure for proficiency changed from the previous, thus making it difficult to equate scores. 76 students were tested in Reading and Math. 43% of the students tested scored proficient in Reading, 44% scored proficient in Math, 43% of the students who were Economically Disadvantaged scored proficient in Reading and 41% in Math. We did not have enough students in each of the ethnic subgroups to calculate percentages.</p> <p>2007-2008 was the first year Florida has had a standardized assessment for our population of students. The Florida Alternate Assessment was administered state wide as a pilot program that year. Silver Sands School tested 67 students in Reading and Math. 60% of the students tested scored proficient in Reading, 54% scored proficient in Math, 66% of the students who were Economically Disadvantaged scored proficient in both Reading and Math. We did not have enough students in each of the ethnic subgroups to calculate percentages.</p>
Assistant Principal	Not Applicable				

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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)
Not Applicable					

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Regular presentations to education students at area colleges	Principal	On-going
2. Partnering new teachers with veteran staff	Principal	On-going
3. Partnering with area colleges for placement of intern, practicum, and observations	Principal	On-going
4. All first year teachers are assigned a mentor.	Principal	On-going
5. The district offers support through the Beginning Educator’s Assistance Program	Professional Development Staff	On-going

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Non-Highly Effective Instructors

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

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

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

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
21	0%	14% (3)	38% (8)	48% (10)	38% (8)	100% (21)	0%	5% (1)	67% (14)

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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
Craig Laberee	Cori Henry	Teacher new to our communications department paired with veteran teacher in the department	The mentor and mentee are meeting weekly in a professional learning community to discuss evidenced-based strategies for each domain. The mentor and mentee are given release time to observe, provide feedback, coaching, and planning.

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A Title 1 funds allow for a partially funded classroom teacher and for needed supplies to support instruction.
Title I, Part C- Migrant The district migrant liaison provides services, support and resources to eligible students and parents. The liaison coordinates with Title 1 and other programs to ensure student needs are met.
Title I, Part D NA

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Title II The district coordinates with Title I in ensuring staff development needs are provided.
Title III NA
Title X- Homeless We provide the Back Pack Program and the Take Me Home Program for these students which allow for additional food and supplies throughout the year. Also, families identified as homeless on Student Residency Information forms are contacted by the district's Title X Liaison and provided information regarding housing resources and services available.
Supplemental Academic Instruction (SAI) Funds are used to partially purchase a position and for materials and supplies to support instruction.
Violence Prevention Programs Bullying prevention materials have been provided by the Okaloosa District (OCSD) for use in elementary, middle, and high school. The district's Bullying Prevention and Intervention Policy are state-approved and incorporated into student and staff handbooks. Resource Officers are available in the county to deliver programs within classroom and schools.
Nutrition Programs The Back Pack Program allows for additional food to be sent home weekly with these students throughout the year. OCDS School Board has approved a wellness initiative which includes a focus on nutrition.
Housing Programs Resources regarding housing and support services are provided through the district's Title X liaison.
Head Start Okaloosa County Head Start provides educational support and services to qualified children who meet certain needs-based criteria. Special education services are also available to Head Start students.
Adult Education NA
Career and Technical Education NA
Job Training NA
Other

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

School-Based MTSS/RtI Team
<p>Identify the school-based MTSS leadership team.</p> <p>Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/RtI, conducts assessment of MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.</p> <p>Select Exceptional Student Education (ESE) Teachers: (One from each Department): Provides information about core instruction, participates in student data collection, collaborates with District Behavior Analyst, and therapists, provides strategies. All Silver Sands students are Tier 3 academically due to the fact that Silver Sands is a special day school for students already identified as special needs. Students in possible need of other services related to behavior or therapies proceed through the MTSS/RtI model.</p> <p>Staffing Specialist: Participates in collection, interpretation, and analysis of data; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities. Assists in determination of additional staffings.</p> <p>School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.</p> <p>Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills. Assesses the need for appropriate Assistive and Augmentative Communication (AAC); provides training for staff and students; and programming devices.</p>
<p>Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?</p> <p>Review testing data and link to instructional decisions as well as possible therapy needs. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.</p>
<p>Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?</p> <p>The MTSS/RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on Tier 3 academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.</p>
MTSS Implementation
<p>Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.</p> <p>Baseline data: Brigance, Behavior Checklist, Unique Learning System, Star Math Assessment. Progress Monitoring: Brigance, Behavior Checklist, Unique Learning System, Star Math Assessment. Midyear: Brigance, Behavior Checklist, Unique Learning System, Star Math Assessment. End of year: Florida Alternate Assessment, Brigance, Behavior Checklist, Unique Learning System, Star Math Assessment.</p>
<p>Describe the plan to train staff on MTSS.</p> <p>Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. PD sessions entitled: "Data-based Decision-making, and Supporting and Evaluating Interventions" will take place in mid-August and in September.</p>
<p>Describe the plan to support MTSS.</p> <p>Silver Sands is a center school for the Intellectually Disabled, therefore students have already been declared eligible for ESE services. The school psychologist is assigned to the school every Friday. MTSS/RtI meetings will occur on those days with team makeup consisting of staffing specialist, Speech/Language Pathologist, Principal and ESE teachers assigned from each area elementary, middle, and high school. The teams focus will be to collaborate, problem solve, share effective practices, evaluate implementation, make decisions regarding academic and social/emotional areas and develop Functional Behavior Plans based on collected data and assessments. ESE teachers not on the established team will be notified prior to the meeting dates to bring any of the above concerns for discussion. (at each tier)</p>

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Principal: Provides a common vision for the use of data-based decision-making, ensures the school is following the school improvement planning and providing professional development. Leads literacy based district initiatives Department Chairs: Participates in collection, interpretation, and analysis of data; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities. Professional Development Representative: Participates in collection, interpretation, and analysis of data; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities. Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills. Assesses the need for appropriate Assistive and Augmentative Communication (AAC); provides training for staff and students; and programming devices.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT meets monthly to help monitor progress and problem solve when adequate progress is not being met.
What will be the major initiatives of the LLT this year? To monitor progress closely and analyze data to determine strengths and weaknesses in education practices and pedagogies.

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?

**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?

At the age of 14 our students begin participating in decision making for their future through self-determination goals in the IEPs. They also participate in our School-to-Work program gaining skills and knowledge for post-secondary activities.

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?

Our students' academic and career needs are developed individually through collaborative efforts in the IEP team decisions.

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](#).

All students from the age of 16 or older have a measurable postsecondary goal to address education, independent living, and employment skills based on their abilities.

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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.	1A.1.	1A.1.	1A.1.	1A.1.
Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Not Applicable <i>Silver Sands School students are all on special standards and are assessed using the Florida Alternate Assessment (FAA)</i>			Enter numerical data for current level of performance in this box.				
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1.	1. Implement a Literacy Based Reading Approach, Start-to-Finish Literacy Program, Unique Learning System Curriculum, AT devices, iPads, software programs and communication devices.	1.Principal and SLP	1. Review lesson plans and use classroom walkthroughs.	1. Professional conversations with individual teachers and SLP to monitor effectiveness.
Reading Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	All students are in the moderate to profound range of cognitive disabilities.	2. Implemented pre/mid/post assessments.	2.Principal	2. Review assessment data.	2. Professional conversations with individual teachers to monitor effectiveness.
20% of the elementary students will score at levels 4, 5, and 6 in reading on the 2013 Florida Alternate Assessment.			2. Physical disabilities impede instruction time and ability to respond.	3.Literacy Professional Development	3.Principal, Professional Development Representative	3.Weekly Collegial conversations and collaborative planning.	3. Professional conversations with individual teachers to monitor effectiveness.
			3. Chronic illness impacts progress.				

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			4. Behavioral disabilities impede instruction time and ability to respond.	4. Continue Accelerated Reading Program. Implement Silver Sands Global Behavioral Management System.	4. Principal	4. Review assessment data, behavioral data, collaborative planning.	4. Professional conversations with individual teachers to monitor effectiveness.
			5. Communication skills, especially expressive communication is impaired in many cases thus impacting the students' ability to express their response.	5. Implement school wide literacy plan through increased library access and story time.	5. Principal	5. Weekly Collegial conversations and collaborative planning.	5. Professional conversations with individual teachers to monitor effectiveness.
			6. Literacy based reading approach through various adopted curriculums and establishment of classroom iPads.	6. Classes are staffed with highest ratio possible of staff to students depending upon the needs of the students in each class.	6. Principal	6. LLT, placement committee, digital educators, SLP's, and budget committee.	6. FAA results

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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.	2A.1.	2A.1.	2A.1.	2A.1.
<u>Reading Goal #2A:</u> Not Applicable <u>Silver Sands School students are all on special standards and are assessed using the Florida Alternate Assessment (FAA)</u>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
			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 reading.			2. B.1. All students are in the moderate to profound range of cognitive disabilities.	1. Implement a Literacy Based Reading Approach, Start-to-Finish Literacy Program, Unique Learning System Curriculum, AT devices, iPads, software programs and communication devices.	1.Principal and SLP	1. Review lesson plans and use classroom walkthroughs.	1. Professional conversations with individual teachers and SLP to monitor effectiveness.
<u>Reading Goal #2B:</u> 1% of the elementary students will score at or above level 7 in reading on the 2013 Florida Alternate Assessment.	<u>2012 Current Level of Performance:*</u> 0%	<u>2013 Expected Level of Performance:*</u> 1%	2. Physical disabilities impede instruction time and ability to respond.	2. Implemented pre/mid/post assessments.	2.Principal	2. Review assessment data.	2. Professional conversations with individual teachers to monitor effectiveness.
			3. Chronic illness impacts progress.	3.Literacy Professional Development	3.Principal, Professional Development Representative	3.Weekly Collegial conversations and collaborative planning.	3. Professional conversations with individual teachers to monitor effectiveness.
			4. Behavioral disabilities impede instruction time and ability to respond.	4. Continue Accelerated Reading Program. Implement Silver Sands Global Behavioral Management System.	4. Principal	4. Review assessment data, behavioral data, collaborative planning.	4. Professional conversations with individual teachers to monitor effectiveness.

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			<p>5. Communication skills, especially expressive communication is impaired in many cases thus impacting the students' ability to express their response.</p> <p>6. Literacy based reading approach through various adopted curriculums and establishment of classroom iPads.</p>	<p>5. Implement school wide literacy plan through increased library access and story time.</p> <p>6. Classes are staffed with highest ratio possible of staff to students depending upon the needs of the students in each class.</p>	<p>5. Principal</p> <p>6. Principal</p>	<p>5. Weekly Collegial conversations and collaborative planning.</p> <p>6. LLT, placement committee, digital educators, SLP's, and budget committee.</p>	<p>5. Professional conversations with individual teachers to monitor effectiveness.</p> <p>6. FAA results</p>
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
Reading Goal #3A: Not Applicable <u>Silver Sands School students are all on special standards and are assessed using the Florida Alternate Assessment (FAA)</u>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1. All students are in the moderate to profound range of cognitive disabilities.	1. Implement a Literacy Based Reading Approach, Start-to-Finish Literacy Program, Unique Learning System Curriculum, AT devices, iPads, software programs and communication devices.	1.Principal and SLP	1. Review lesson plans and use classroom walkthroughs.	1. Professional conversations with individual teachers and SLP to monitor effectiveness.
Reading Goal #3B: 49% of all students will score proficient on the reading 2013 Florida Alternate Assessment. (Due to small groups, Goal/Data based on Elementary, Middle, and High School students)	2012 Current Level of Performance:* 44% (26)	2013 Expected Level of Performance:* 49%	2. Physical disabilities impede instruction time and ability to respond.	2. Implemented pre/mid/post assessments.	2.Principal	2. Review assessment data.	2. Professional conversations with individual teachers to monitor effectiveness.
			3. Chronic illness impacts progress.	3.Literacy Professional Development	3.Principal, Professional Development Representative	3.Weekly Collegial conversations and collaborative planning.	3. Professional conversations with individual teachers to monitor effectiveness.
			4. Behavioral disabilities impede instruction time and ability to respond.	4. Continue Accelerated Reading Program. Implement Silver Sands Global Behavioral Management System.	4. Principal	4. Review assessment data, behavioral data, collaborative planning.	4. Professional conversations with individual teachers to monitor effectiveness.

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		<p>5. Communication skills, especially expressive communication is impaired in many cases thus impacting the students' ability to express their response.</p> <p>6. Literacy based reading approach through various adopted curriculums and establishment of classroom iPads.</p>	<p>5. Implement school wide literacy plan through increased library access and story time.</p> <p>6. Classes are staffed with highest ratio possible of staff to students depending upon the needs of the students in each class.</p>	<p>5. Principal</p> <p>6. Principal</p>	<p>5. Weekly Collegial conversations and collaborative planning.</p> <p>6. LLT, placement committee, digital educators, SLP's, and budget committee.</p>	<p>5. Professional conversations with individual teachers to monitor effectiveness.</p> <p>6. FAA results</p>
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
Reading Goal #4A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Not Applicable	<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.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
Reading Goal #4B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Not Applicable	<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>					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%. <u>Reading Goal #5A:</u> Not Applicable	Baseline data 2010-2011							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. <u>Reading Goal #5B:</u> <i>We are a center school for students with disabilities ranging in age from 3yrs. to 22yrs.thus making our subgroups very small. White is our only subgroup due to this fact. 22% of our white student subgroup will score proficient on the 2013 reading FAA. (Goal/Data based on Elementary, Middle, and High School Students)</i>			5B.1. All students are in the moderate to profound range of cognitive disabilities. 2. Physical disabilities impede instruction time and ability to respond. 3. Chronic illness impacts progress. 4. Behavioral disabilities impede instruction time and ability to respond.	1. Implement a Literacy Based Reading Approach, Start-to-Finish Literacy Program, Unique Learning System Curriculum, AT devices, iPads, software programs and communication devices. 2. Implemented pre/mid/post assessments. 3.Literacy Professional Development 4. Continue Accelerated Reading Program. Implement Silver Sands Global Behavioral Management System.	1.Principal and SLP 2.Principal 3.Principal, Professional Development Representative 4. Principal	1. Review lesson plans and use classroom walkthroughs. 2. Review assessment data. 3.Weekly Collegial conversations and collaborative planning. 4. Review assessment data, behavioral data, collaborative planning.	1. Professional conversations with individual teachers and SLP to monitor effectiveness. 2. Professional conversations with individual teachers to monitor effectiveness. 3. Professional conversations with individual teachers to monitor effectiveness. 4. Professional conversations with individual teachers to monitor effectiveness.	
	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>						
	White:21% (12) Black:NA Hispanic:NA Asian:NA American Indian:NA:	White:22% Black:NA Hispanic:NA Asian:NA American Indian:NA:						

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		<p>5. Communication skills, especially expressive communication is impaired in many cases thus impacting the students' ability to express their response.</p>	<p>5. Implement school wide literacy plan through increased library access and story time.</p>	<p>5. Principal</p>	<p>5. Weekly Collegial conversations and collaborative planning.</p>	<p>5. Professional conversations with individual teachers to monitor effectiveness.</p>
		<p>6. Literacy based reading approach through various adopted curriculums and establishment of classroom iPads.</p>	<p>6. Classes are staffed with highest ratio possible of staff to students depending upon the needs of the students in each class.</p>	<p>6. Principal</p>	<p>6. LLT, placement committee, digital educators, SLP's, and budget committee.</p>	<p>6. FAA results</p>

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Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C: Not Applicable	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
	<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
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1.	1. Implement a Literacy Based Reading Approach, Start-to-Finish Literacy Program, Unique Learning System Curriculum, AT devices, iPads, software programs and communication devices.	1.Principal and SLP	1. Review lesson plans and use classroom walkthroughs.	1. Professional conversations with individual teachers and SLP to monitor effectiveness.
Reading Goal #5D: All of our students are Students with Disabilities therefore this subgroup is the same as our total. 49% of the students will score proficient in reading on the 2013 Florida Alternate Assessment. (Due to small groups, Goal/Data based on Elementary, Middle, and High School students)	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	All students are in the moderate to profound range of cognitive disabilities.	2. Implemented pre/mid/post assessments.	2.Principal	2. Review assessment data.	2. Professional conversations with individual teachers to monitor effectiveness.
	44% (26)	49%					
	3. Chronic illness impacts progress.						
			3. Literacy Professional Development	3.Principal, Professional Development Representative	3.Weekly Collegial conversations and collaborative planning.	3. Professional conversations with individual teachers to monitor effectiveness.	

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			4. Behavioral disabilities impede instruction time and ability to respond.	4. Continue Accelerated Reading Program. Implement Silver Sands Global Behavioral Management System.	4. Principal	4. Review assessment data, behavioral data, collaborative planning.	4. Professional conversations with individual teachers to monitor effectiveness.
			5. Communication skills, especially expressive communication is impaired in many cases thus impacting the students' ability to express their response.	5. Implement school wide literacy plan through increased library access and story time.	5. Principal	5. Weekly Collegial conversations and collaborative planning.	5. Professional conversations with individual teachers to monitor effectiveness.
			6. Literacy based reading approach through various adopted curriculums and establishment of classroom iPads.	6. Classes are staffed with highest ratio possible of staff to students depending upon the needs of the students in each class.	6. Principal	6. LLT, placement committee, digital educators, SLP's, and budget committee.	6. FAA results

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Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. All students are in the moderate to profound range of cognitive disabilities.	1. Implement a Literacy Based Reading Approach, Start-to-Finish Literacy Program, Unique Learning System Curriculum, AT devices, iPads, software programs and communication devices.	1.Principal and SLP	1. Review lesson plans and use classroom walkthroughs.	1. Professional conversations with individual teachers and SLP to monitor effectiveness.
<u>Reading Goal #5E:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
27% of the economically disadvantaged elementary students will be proficient in reading on the 2013 Florida Alternate Assessment.	25% (2)	27%					
			2. Physical disabilities impede instruction time and ability to respond.	2. Implemented pre/mid/post assessments.	2.Principal	2. Review assessment data.	2. Professional conversations with individual teachers to monitor effectiveness.
			3. Chronic illness impacts progress.	3.Literacy Professional Development	3.Principal, Professional Development Representative	3.Weekly Collegial conversations and collaborative planning.	3. Professional conversations with individual teachers to monitor effectiveness.
			4. Behavioral disabilities impede instruction time and ability to respond.	4. Continue Accelerated Reading Program. Implement Silver Sands Global Behavioral Management System.	4. Principal	4. Review assessment data, behavioral data, collaborative planning.	4. Professional conversations with individual teachers to monitor effectiveness.
			5. Communication skills, especially expressive communication is impaired in many cases thus impacting the students’ ability to express their response.	5. Implement school wide literacy plan through increased library access and story time.	5. Principal	5. Weekly Collegial conversations and collaborative planning.	5. Professional conversations with individual teachers to monitor effectiveness.

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			6. Literacy based reading approach through various adopted curriculums and establishment of classroom iPads.	6. Classes are staffed with highest ratio possible of staff to students depending upon the needs of the students in each class.	6. Principal	6. LLT, placement committee, digital educators, SLP's, and budget committee.	6. FAA results
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Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Silver Sands Global Behavioral Management Systems Training in behavior management techniques for classroom and school wide implementation.	Across grade levels All subjects	School Staff	School-wide implementation.	September/October Early Release	Documentation of data taken Learning Communities Principal walkthroughs.	Principal
Enhancing Professional Practice) A Framework for Teaching Training in the new evaluation system.	Across grade levels All subjects	Principal	School-wide implementation.	September/October Early Release	Learning Communities Principal walkthroughs.	Principal
Unique Learning System Training Use of data-driven results from the Unique Learning System and standards-based differentiated lessons to increase student proficiency in the content areas.	Across grade levels All subjects	School Staff	School-wide implementation.	November Early Release	Documentation of data taken Learning Communities Principal walkthroughs.	Principal Department Chairs

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Web Page Building Using technology to increase classroom and school wide communication with parents and community.	Across grade levels All subjects	School web page administrator/ Digital Educator	School-wide implementation.	November Early Release	Learning Communities Development of school web page	Principal School web page administrator
Enhancing Instruction and Student Performance Through Technology Learning to use iPad's in the classroom.	Across grade levels All subjects	Julie Tourney FDLRS SLP	School Wide Enhancing Instruction and Student Performance Through Technology Learning to use iPad's in the classroom.	December Early Release	Learning Communities Principal walkthroughs.	Principal SLP
Improving Instruction Through Effective Teaching Techniques Presentation of life-skills strategies and portfolio building.	Across grade levels All subjects	School Staff	School Wide Improving instruction through effective teaching techniques.	January Early Release	Learning Communities	Professional Development Representative/ Principal
School Lesson Study Presentation of valuable teaching points. (Communication department)	Across grade levels Balanced Literacy	School Staff	School-wide	February Early Release	Learning Communities/	Professional Development Representative/ Principal
School Lesson Study Presentation of valuable teaching points. (H.S./STW Department)	Across grade levels Balanced Literacy	School Staff	School-wide	March Early Release	Learning Communities/	Professional Development Representative/ Principal
School Lesson Study Presentation of valuable teaching points. (Pre-Academic Department)	Across grade levels Balanced Literacy	School Staff	School-wide	April Early Release	Learning Communities	Professional Development Representative/ Principal
School Lesson Study Presentation of valuable teaching points. (Academic Department)	Across grade levels Balanced Literacy	School Staff	School-wide	May Early Release	Learning Communities	Professional Development Representative/ Principal

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ESE/IEP policies and procedures best practices.	Across grade levels	Staffing Specialist	School wide	On-going monthly	Monitoring and review of IEPs, Matrices, and Behavior plans	Professional Development Representative/ Staffing Specialist/ Principal
PLC	All Teachers	Department Chairs	School-wide	Weekly	Reflection Log	PD-Representative
Professional Crisis Management (PCM) Training	All Staff	PCM Trainer	School Wide	Bi-annually	Monitoring	PD- Representative/ PCM Trainer

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
Evidence based materials	Software and supplies	software	\$395.00
Evidence based materials	Unique Learning System Software Subscription	Discretionary	\$3,313.00
Evidence based materials	Reading Milestones Books\Workbooks\Software	Textbooks	2,015.00
Evidence based materials	DT Trainer	software	601.00
Evidence based materials	Classroom Subscriptions (Weekly Reader, Scope Magazine, etc.)	Textbooks	3,481.21
Evidence based materials	Basel Readers/Language Arts Books etc.	Textbooks	2,015.20
Evidence based materials	Library Books, accelerated readers, etc.	Textbooks	436.38
Subtotal:			\$12,256.79
Technology			
Motivation & engagement & AAC	Projectors, Mimios, Cameras, Voice output devices.	Donation from Children’s Invitational, Hardware, Equipment Fund (11/12 school year)	\$10,684.00 (11/12 school year)
Differentiation & engagement	Destiny Library System	Software	\$2,124.00
Motivation/engagement/instructional	iPads	Computer Hardware	\$12,000.00
Enhancement	Wireless Network	Computer Hardware	\$5,860.00
Subtotal:			\$30,668.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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Enhancing Instruction and Student Performance Through Technology: Learning to use iPad's in the classroom.	Guest presentation during early release time.	Professional Development	0.00
Unique Learning System Training: Use of data-driven results from the Unique Learning System and standards-based differentiated lessons to increase student proficiency in the content areas.	School staff presentation during early release time.	Professional Development	0.00
School Lesson Study Presentations of valuable teaching points.	Lesson Study/Staff presentations during early release time.	Professional Development	0.00
Training	Unique Learning Systems webinar	Professional Development	0.00
Improving Instruction Through Effective Teaching Techniques: Presentation of behavior management techniques, life skills, and portfolio building.	Staff presentations	Professional Development	0.00
Subtotal:			
Other (Professional Development)			
Strategy	Description of Resources	Funding Source	Amount
Enhancing Professional Practice\ A Framework for Teaching Training in the new evaluation system.	Principal Presentations during early release time.	Professional Development	0.00
Silver Sands Global Behavioral Management Systems: Training in behavior management techniques for classroom and school wide implementation.	Staff presentations during early release time.	Professional Development	0.00
Web Page Building: Using technology to increase classroom and school wide communication with parents and community.	Presentation by school web page administrator/ Digital Educator	Professional Development	0.00
ESE/IEP policies and procedures best practices.	Staffing Specialist Presentations (Monthly)	Professional Development	0.00
PLC	All teachers (Learning Communities) (Weekly)	Professional Development	0.00
Professional Crisis Management (PCM) Training	PCM Trainer (Bi-annually)	Professional Development	2,300.00
Subtotal: \$2,300.00			
Total: 45,224.79			

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.	1.1.	1.1.	1.1.	1.1.
CELLA Goal #1: Not Applicable	2012 Current Percent of Students Proficient in Listening/Speaking: <i>Enter numerical data for current level of performance in this box.</i>	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #2: Not Applicable	2012 Current Percent of Students Proficient in Reading: <i>Enter numerical data for current level of performance in this box.</i>	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #3: Not Applicable	2012 Current Percent of Students Proficient in Writing : <i>Enter numerical data for current level of performance in this box.</i>	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Not Applicable			
			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 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>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Not Applicable	<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>					
<u>Silver Sands School students are all on special standards and are assessed using the Florida Alternate Assessment (FAA)</u>			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B 1. All students are in the moderate to profound range of cognitive disabilities.	1. Continue implementation of Touch Math Curriculum and Equals Math Program.	1.Principal	1.Classroom walkthroughs, monitor lesson plans	1. Professional conversations with individual teachers to monitor effectiveness.
<u>Mathematics Goal #1B:</u>	<u>2012 Current Level of Performance (Elementary):*</u>		2. Physical disabilities impede instruction time and ability to respond.	2. Student run school store.	2.Principal, Vocational academics teacher	2. Visit store	2. Professional conversations with individual teachers to monitor effectiveness.
Elementary, middle, and high school students will increase their scores by 2% at levels 4, 5, and 6 in math on the 2013 Florida Alternate Assessment.	13% (2)		3. Chronic illness impacts progress.	3. Student run "Seahorse Café" and "Ellison Project"	3. Principal, Life Skills Teacher and Social Skills Teacher.	3. Purchase lunch/Gift tags.	3. Professional conversations with individual teachers to monitor effectiveness
			4. Behavioral disabilities impede instruction time and ability to respond.	4. Implement Silver Sands Global Behavioral Management System.	4. Principal	4. Classroom walkthroughs, monitor lesson plans. Review assessment data, behavioral data, collaborative planning.	4 Professional conversations with individual teachers to monitor effectiveness

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			<p>5. Communication skills, especially expressive communication is impaired in many cases thus impacting the students' ability to express their response.</p> <p>6. Implementation of various research based math curriculums and establishment of classroom iPads.</p>	<p>5. Continue implementation of Unique Learning Systems and Accelerated Math Program.</p> <p>6. Classes are staffed with highest ratio possible of staff to students depending upon the needs of the students in each class.</p>	<p>5. Principal, Renaissance Learning Manager.</p> <p>6. Principal</p>	<p>5. Classroom walkthroughs, monitor lesson plans, student assessments.</p> <p>6. Placement committee, digital educators, SLP's, and budget committee.</p>	<p>5. Professional conversations with individual teachers to monitor effectiveness.</p> <p>6.FAA results</p>
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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: Not Applicable <u>Silver Sands School students are all on special standards and are assessed using the Florida Alternate Assessment (FAA)</u>	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
			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. All students are in the moderate to profound range of cognitive disabilities.	1. Continue implementation of Touch Math Curriculum and Equals Math Program.	1.Principal	1.Classroom walkthroughs, monitor lesson plans	1. Professional conversations with individual teachers to monitor effectiveness.
Mathematics Goal #2B: Elementary, middle, and high school students will increase their scores by 1% at or above level 7 in math on the 2013 Florida Alternate Assessment.	2012 Current Level of Performance (Elementary):* 0%		2. Physical disabilities impede instruction time and ability to respond.	2. Student run school store.	2.Principal, Vocational academics teacher	2.Visit store	2. Professional conversations with individual teachers to monitor effectiveness.
			3. Chronic illness impacts progress.	3. Student run "Seahorse Cafe" and "Ellison Project"	3. Principal, Life Skills Teacher and Social Skills Teacher.	3. Purchase lunch/Gift tags.	3. Professional conversations with individual teachers to monitor effectiveness
			4. Behavioral disabilities impede instruction time and ability to respond.	4. Implement Silver Sands Global Behavioral Management System.	4. Principal	4. Classroom walkthroughs, monitor lesson plans. Review assessment data, behavioral data, collaborative planning.	4 Professional conversations with individual teachers to monitor effectiveness

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		<p>5. Communication skills, especially expressive communication is impaired in many cases thus impacting the students' ability to express their response.</p> <p>6. Implementation of various research based math curriculums and establishment of classroom iPads.</p>	<p>5. Continue implementation of Unique Learning Systems and Accelerated Math Program.</p> <p>6. Classes are staffed with highest ratio possible of staff to students depending upon the needs of the students in each class.</p>	<p>5. Principal, Renaissance Learning Manager.</p> <p>6. Principal</p>	<p>5. Classroom walkthroughs, monitor lesson plans, student assessments.</p> <p>6. Placement committee, digital educators, SLP's, and budget committee.</p>	<p>5. Professional conversations with individual teachers to monitor effectiveness.</p> <p>6.FAA results</p>
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
<u>Mathematics Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Not Applicable	<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>					
Silver Sands School students are all on special standards and are assessed using the Florida Alternate Assessment (FAA)			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. All students are in the moderate to profound range of cognitive disabilities.	1. Continue implementation of Touch Math Curriculum and Equals Math Program.	1.Principal	1.Classroom walkthroughs, monitor lesson plans	1. Professional conversations with individual teachers to monitor effectiveness.
<u>Mathematics Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	2. Physical disabilities impede instruction time and ability to respond.	2. Student run school store.	2.Principal, Vocational academics teacher	2.Visit store	2. Professional conversations with individual teachers to monitor effectiveness.
52% of all students will score proficient on the math 2013 Florida Alternate Assessment. (Due to small groups, Goal/Data based on Elementary, Middle, and High School students)	47% (27)	52%	3. Chronic illness impacts progress.	3. Student run "Seahorse Café" and "Ellison Project"	3. Principal, Life Skills Teacher and Social Skills Teacher.	3. Purchase lunch/Gift tags.	3. Professional conversations with individual teachers to monitor effectiveness
			4. Behavioral disabilities impede instruction time and ability to respond.	4. Implement Silver Sands Global Behavioral Management System.	4. Principal	4. Classroom walkthroughs, monitor lesson plans. Review assessment data, behavioral data, collaborative planning.	4 Professional conversations with individual teachers to monitor effectiveness

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			<p>5. Communication skills, especially expressive communication is impaired in many cases thus impacting the students' ability to express their response.</p> <p>6. Implementation of various research based math curriculums and establishment of classroom iPads.</p>	<p>5. Continue implementation of Unique Learning Systems and Accelerated Math Program.</p> <p>6. Classes are staffed with highest ratio possible of staff to students depending upon the needs of the students in each class.</p>	<p>5. Principal, Renaissance Learning Manager.</p> <p>6. Principal</p>	<p>5. Classroom walkthroughs, monitor lesson plans, student assessments.</p> <p>6. Placement committee, digital educators, SLP's, and budget committee.</p>	<p>5. Professional conversations with individual teachers to monitor effectiveness.</p> <p>6.FAA results</p>
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
<u>Mathematics Goal #4A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Not Applicable	<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.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
<u>Mathematics Goal #4B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Not Applicable	<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>					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%. Mathematics Goal #5A: Not Applicable	Baseline data 2010-2011 Not Applicable						
	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	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: <i>We are a center school for students with disabilities ranging in age from 3yrs. to 22yrs. thus making our subgroups very small. White is our only subgroup due to this fact. 19% of our white student subgroup will score proficient on the 2013 math FAA. (Goal/Data based on Elementary, Middle, and High School Students)</i>	2012 Current Level of Performance: * White:18% (10) Black:NA Hispanic:NA Asian:NA American Indian:NA:	2013 Expected Level of Performance: * White:19% Black:NA Hispanic:NA Asian:NA American Indian:NA:	5D 1. All students are in the moderate to profound range of cognitive disabilities. 2. Physical disabilities impede instruction time and ability to respond. 3. Chronic illness impacts progress. 4. Behavioral disabilities impede instruction time and ability to respond. 5. Communication skills, especially expressive communication is impaired in many cases thus impacting the students' ability to express their response.	1.Principal 2.Principal, Vocational academics teacher 3. Principal, Life Skills Teacher and Social Skills Teacher. 4. Principal 5. Principal, Renaissance Learning Manager.	1. Classroom walkthroughs, monitor lesson plans 2. Visit store 3. Purchase lunch/Gift tags. 4. Classroom walkthroughs, monitor lesson plans. Review assessment data, behavioral data, collaborative planning. 5. Classroom walkthroughs, monitor lesson plans, student assessments.	1. Professional conversations with individual teachers to monitor effectiveness. 2. Professional conversations with individual teachers to monitor effectiveness. 3. Professional conversations with individual teachers to monitor effectiveness 4 Professional conversations with individual teachers to monitor effectiveness 5. Professional conversations with individual teachers to monitor effectiveness.	

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			6. Implementation of various research based math curriculums and establishment of classroom iPads.	6. Principal	6. Placement committee, digital educators, SLP's, and budget committee.	6.FAA results

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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</u> #5C:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Not Applicable	<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
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D 1. All students are in the moderate to profound range of cognitive disabilities.	1. Continue implementation of Touch Math Curriculum and Equals Math Program.	1.Principal	1.Classroom walkthroughs, monitor lesson plans	1. Professional conversations with individual teachers to monitor effectiveness.
<u>Mathematics Goal</u> #5D:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
All of our students are Students with Disabilities therefore this subgroup is the same as our total. 52% of the students will score proficient in math on the 2013 Florida Alternate Assessment. (Due to small groups, Goal/Data based on Elementary, Middle, and High School students)	47% (27)	52%	2. Physical disabilities impede instruction time and ability to respond.	2. Student run school store.	2.Principal, Vocational academics teacher	2.Visit store	2. Professional conversations with individual teachers to monitor effectiveness.
			3. Chronic illness impacts progress.	3. Student run "Seahorse Café" and "Ellison Project"	3. Principal, Life Skills Teacher and Social Skills Teacher.	3. Purchase lunch/Gift tags.	3. Professional conversations with individual teachers to monitor effectiveness
			4. Behavioral disabilities impede instruction time and ability to respond.	4. Implement Silver Sands Global Behavioral Management System.	4. Principal	4. Classroom walkthroughs, monitor lesson plans. Review assessment data, behavioral data, collaborative planning.	4 Professional conversations with individual teachers to monitor effectiveness

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			<p>5. Communication skills, especially expressive communication is impaired in many cases thus impacting the students' ability to express their response.</p> <p>6. Implementation of various research based math curriculums and establishment of classroom iPads.</p>	<p>5. Continue implementation of Unique Learning Systems and Accelerated Math Program.</p> <p>6. Classes are staffed with highest ratio possible of staff to students depending upon the needs of the students in each class.</p>	<p>5. Principal, Renaissance Learning Manager.</p> <p>6. Principal</p>	<p>5. Classroom walkthroughs, monitor lesson plans, student assessments.</p> <p>6. Placement committee, digital educators, SLP's, and budget committee.</p>	<p>5. Professional conversations with individual teachers to monitor effectiveness.</p> <p>6.FAA results</p>

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5E. Economically Disadvantaged students not making satisfactory progress in mathematics.		5E 1. All students are in the moderate to profound range of cognitive disabilities.		1. Continue implementation of Touch Math Curriculum and Equals Math Program.	1.Principal	1.Classroom walkthroughs, monitor lesson plans	1. Professional conversations with individual teachers to monitor effectiveness.
<u>Mathematics Goal</u>	<u>2012 Current Level of Performance (elementary):*</u>						
<u>#5E:</u>							
Elementary, middle, and high school economically disadvantaged students will score proficient or higher on the 2013 Florida Math Alternate Assessment by increasing their scores by 2%.	25% (2)		2. Physical disabilities impede instruction time and ability to respond.	2. Student run school store.	2.Principal, Vocational academics teacher	2.Visit store	2. Professional conversations with individual teachers to monitor effectiveness.
			3. Chronic illness impacts progress.	3. Student run “Seahorse Café” and “Ellison Project”	3. Principal, Life Skills Teacher and Social Skills Teacher.	3. Purchase lunch/Gift tags.	3. Professional conversations with individual teachers to monitor effectiveness
			4. Behavioral disabilities impede instruction time and ability to respond.	4. Implement Silver Sands Global Behavioral Management System.	4. Principal	4. Classroom walkthroughs, monitor lesson plans. Review assessment data, behavioral data, collaborative planning.	4 Professional conversations with individual teachers to monitor effectiveness
			5. Communication skills, especially expressive communication is impaired in many cases thus impacting the students’ ability to express their response.	5. Continue implementation of Unique Learning Systems and Accelerated Math Program.	5. Principal, Renaissance Learning Manager.	5. Classroom walkthroughs, monitor lesson plans, student assessments.	5. Professional conversations with individual teachers to monitor effectiveness.
			6. Implementation of various research based math curriculums and establishment of classroom iPads.	6. Classes are staffed with highest ratio possible of staff to students depending upon the needs of the students in each class.	6. Principal	6. Placement committee, digital educators, SLP’s, and budget committee.	6.FAA results

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Mathematics Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Not Applicable <i>Silver Sands School students are all on special standards and are assessed using the Florida Alternate Assessment (FAA)</i>			Enter numerical data for current level of performance in this box. / Enter numerical data for expected level of performance in this box.				
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B 1. All students are in the moderate to profound range of cognitive disabilities.	1. Continue implementation of Touch Math Curriculum and Equals Math Program.	1.Principal	1.Classroom walkthroughs, monitor lesson plans	1. Professional conversations with individual teachers to monitor effectiveness.
Mathematics Goal #1B:	2012 Current Level of Performance (Middle):*		2. Physical disabilities impede instruction time and ability to respond.	2. Student run school store.	2.Principal, Vocational academics teacher	2.Visit store	2. Professional conversations with individual teachers to monitor effectiveness.
Elementary, middle, and high school students will increase their scores by 2% at levels 4, 5, and 6 in math on the 2013 Florida Alternate Assessment.	32% (10)		3. Chronic illness impacts progress.	3. Student run "Seahorse Café" and "Ellison Project"	3. Principal, Life Skills Teacher and Social Skills Teacher.	3. Purchase lunch/Gift tags.	3. Professional conversations with individual teachers to monitor effectiveness

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		<p>4. Behavioral disabilities impede instruction time and ability to respond.</p> <p>5. Communication skills, especially expressive communication is impaired in many cases thus impacting the students' ability to express their response.</p> <p>6. Implementation of various research based math curriculums and establishment of classroom iPads.</p>	<p>4. Implement Silver Sands Global Behavioral Management System.</p> <p>5. Continue implementation of Unique Learning Systems and Accelerated Math Program.</p> <p>6. Classes are staffed with highest ratio possible of staff to students depending upon the needs of the students in each class.</p>	<p>4. Principal</p> <p>5. Principal, Renaissance Learning Manager.</p> <p>6. Principal</p>	<p>4. Classroom walkthroughs, monitor lesson plans. Review assessment data, behavioral data, collaborative planning.</p> <p>5. Classroom walkthroughs, monitor lesson plans, student assessments.</p> <p>6. Placement committee, digital educators, SLP's, and budget committee.</p>	<p>4 Professional conversations with individual teachers to monitor effectiveness</p> <p>5. Professional conversations with individual teachers to monitor effectiveness.</p> <p>6.FAA results</p>
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
<u>Mathematics Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Not Applicable <i>Silver Sands School students are all on special standards and are assessed using the Florida Alternate Assessment (FAA)</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>					
			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. All students are in the moderate to profound range of cognitive disabilities.	1. Continue implementation of Touch Math Curriculum and Equals Math Program.	1.Principal	1.Classroom walkthroughs, monitor lesson plans	1. Professional conversations with individual teachers to monitor effectiveness.
<u>Mathematics Goal #2B:</u>	<u>2012 Current Level of Performance (Middle):*</u>		2. Physical disabilities impede instruction time and ability to respond.	2. Student run school store.	2.Principal, Vocational academics teacher	2.Visit store	2. Professional conversations with individual teachers to monitor effectiveness.
Elementary, middle, and high school students will increase their scores by 1% at or above level 7 in math on the 2013 Florida Alternate Assessment.	4% (1)		3. Chronic illness impacts progress.	3. Student run "Seahorse Café" and "Ellison Project"	3. Principal, Life Skills Teacher and Social Skills Teacher.	3. Purchase lunch/Gift tags.	3. Professional conversations with individual teachers to monitor effectiveness
			4. Behavioral disabilities impede instruction time and ability to respond.	4. Implement Silver Sands Global Behavioral Management System.	4. Principal	4. Classroom walkthroughs, monitor lesson plans. Review assessment data, behavioral data, collaborative planning.	4 Professional conversations with individual teachers to monitor effectiveness

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			5. Communication skills, especially expressive communication is impaired in many cases thus impacting the students' ability to express their response.	5. Continue implementation of Unique Learning Systems and Accelerated Math Program.	5. Principal, Renaissance Learning Manager.	5. Classroom walkthroughs, monitor lesson plans, student assessments.	5. Professional conversations with individual teachers to monitor effectiveness.
			6. Implementation of various research based math curriculums and establishment of classroom iPads.	6. Classes are staffed with highest ratio possible of staff to students depending upon the needs of the students in each class.	6. Principal	6. Placement committee, digital educators, SLP's, and budget committee.	6.FAA results
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
<u>Mathematics Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Not Applicable <i>Silver Sands School students are all on special standards and are assessed using the Florida Alternate Assessment (FAA)</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B 1. All students are in the moderate to profound range of cognitive disabilities.	1. Continue implementation of Touch Math Curriculum and Equals Math Program.	1.Principal	1.Classroom walkthroughs, monitor lesson plans	1. Professional conversations with individual teachers to monitor effectiveness.
<u>Mathematics Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	2. Physical disabilities impede instruction time and ability to respond.	2. Student run school store.	2.Principal, Vocational academics teacher	2.Visit store	2. Professional conversations with individual teachers to monitor effectiveness.
52% of all students will score proficient on the math 2013 Florida Alternate Assessment. (Due to small groups, Goal/Data based on Elementary, Middle, and High School students)	47% (27)	52%	3. Chronic illness impacts progress.	3. Student run "Seahorse Café" and "Ellison Project"	3. Principal, Life Skills Teacher and Social Skills Teacher.	3. Purchase lunch/Gift tags.	3. Professional conversations with individual teachers to monitor effectiveness
			4. Behavioral disabilities impede instruction time and ability to respond.	4. Implement Silver Sands Global Behavioral Management System.	4. Principal	4. Classroom walkthroughs, monitor lesson plans. Review assessment data, behavioral data, collaborative planning.	4 Professional conversations with individual teachers to monitor effectiveness

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			5. Communication skills, especially expressive communication is impaired in many cases thus impacting the students' ability to express their response.	5. Continue implementation of Unique Learning Systems and Accelerated Math Program.	5. Principal, Renaissance Learning Manager.	5. Classroom walkthroughs, monitor lesson plans, student assessments.	5. Professional conversations with individual teachers to monitor effectiveness.
			6. Implementation of various research based math curriculums and establishment of classroom iPads.	6. Classes are staffed with highest ratio possible of staff to students depending upon the needs of the students in each class.	6. Principal	6. Placement committee, digital educators, SLP's, and budget committee.	6.FAA results
			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
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
<u>Mathematics Goal #4A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Not Applicable	<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.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
<u>Mathematics Goal #4B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Not Applicable	<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>					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011 Not Applicable							
	<u>Mathematics Goal #5A:</u> Not Applicable							
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.			<p>5E 1. All students are in the moderate to profound range of cognitive disabilities.</p> <p>2. Physical disabilities impede instruction time and ability to respond.</p> <p>3. Chronic illness impacts progress.</p> <p>4. Behavioral disabilities impede instruction time and ability to respond.</p>	<p>1. Continue implementation of Touch Math Curriculum and Equals Math Program.</p> <p>2. Student run school store.</p> <p>3. Student run "Seahorse Café" and "Ellison Project"</p> <p>4. Implement Silver Sands Global Behavioral Management System.</p>	<p>1.Principal</p> <p>2.Principal, Vocational academics teacher</p> <p>3. Principal, Life Skills Teacher and Social Skills Teacher.</p> <p>4. Principal</p>	<p>1.Classroom walkthroughs, monitor lesson plans</p> <p>2.Visit store</p> <p>3. Purchase lunch/Gift tags.</p> <p>4. Classroom walkthroughs, monitor lesson plans. Review assessment data, behavioral data, collaborative planning.</p>	<p>1. Professional conversations with individual teachers to monitor effectiveness.</p> <p>2. Professional conversations with individual teachers to monitor effectiveness.</p> <p>3. Professional conversations with individual teachers to monitor effectiveness</p> <p>4 Professional conversations with individual teachers to monitor effectiveness</p>	
<u>Mathematics Goal #5B:</u> <i>We are a center school for students with disabilities ranging in age from 3yrs. to 22yrs.thus making our subgroups very small. White is our only subgroup due to this fact. 19% of our white student subgroup will score proficient on the 2013 math FAA. (Goal/Data based on Elementary, Middle, and High School Students)</i>	<p>2012 Current Level of Performance:*</p> <p>White:18% (10) Black: NA Hispanic: NA Asian: NA American Indian: NA</p>	<p>2013 Expected Level of Performance:*</p> <p>White:19% Black: NA Hispanic: NA Asian: NA American Indian: NA</p>						

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			5. Communication skills, especially expressive communication is impaired in many cases thus impacting the students' ability to express their response.	5. Continue implementation of Unique Learning Systems and Accelerated Math Program.	5. Principal, Renaissance Learning Manager.	5. Classroom walkthroughs, monitor lesson plans, student assessments.	5. Professional conversations with individual teachers to monitor effectiveness.
			6. Implementation of various research based math curriculums and establishment of classroom iPads.	6. Classes are staffed with highest ratio possible of staff to students depending upon the needs of the students in each class.	6. Principal	6. Placement committee, digital educators, SLP's, and budget committee.	6.FAA results
			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>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Not Applicable	<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
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D 1. All students are in the moderate to profound range of cognitive disabilities.	1. Continue implementation of Touch Math Curriculum and Equals Math Program.	1.Principal	1.Classroom walkthroughs, monitor lesson plans	1. Professional conversations with individual teachers to monitor effectiveness.
<u>Mathematics Goal #5D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	2. Physical disabilities impede instruction time and ability to respond.	2. Student run school store.	2.Principal, Vocational academics teacher	2.Visit store	2. Professional conversations with individual teachers to monitor effectiveness.
All of our students are Students with Disabilities therefore this subgroup is the same as our total. 52% of the students will score proficient in math on the 2013 Florida Alternate Assessment. (Due to small groups, Goal/Data based on Elementary, Middle, and High School students)	47% (27)	52%	3. Chronic illness impacts progress.	3. Student run "Seahorse Café" and "Ellison Project"	3. Principal, Life Skills Teacher and Social Skills Teacher.	3. Purchase lunch/Gift tags.	3. Professional conversations with individual teachers to monitor effectiveness
			4. Behavioral disabilities impede instruction time and ability to respond.	4. Implement Silver Sands Global Behavioral Management System.	4. Principal	4. Classroom walkthroughs, monitor lesson plans. Review assessment data, behavioral data, collaborative planning.	4 Professional conversations with individual teachers to monitor effectiveness

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			5. Communication skills, especially expressive communication is impaired in many cases thus impacting the students' ability to express their response.	5. Continue implementation of Unique Learning Systems and Accelerated Math Program.	5. Principal, Renaissance Learning Manager.	5. Classroom walkthroughs, monitor lesson plans, student assessments.	5. Professional conversations with individual teachers to monitor effectiveness.
			6. Implementation of various research based math curriculums and establishment of classroom iPads.	6. Classes are staffed with highest ratio possible of staff to students depending upon the needs of the students in each class.	6. Principal	6. Placement committee, digital educators, SLP's, and budget committee.	6.FAA results
			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. All students are in the moderate to profound range of cognitive disabilities. 2. Physical disabilities impede instruction time and ability to respond. 3. Chronic illness impacts progress. 4. Behavioral disabilities impede instruction time and ability to respond. 5. Communication skills, especially expressive communication is impaired in many cases thus impacting the students' ability to express their response. 6. Implementation of various research based math curriculums and establishment of classroom iPads.	1. Continue implementation of Touch Math Curriculum and Equals Math Program. 2. Student run school store. 3. Student run "Seahorse Café" and "Ellison Project" 4. Implement Silver Sands Global Behavioral Management System. 5. Continue implementation of Unique Learning Systems and Accelerated Math Program. 6. Classes are staffed with highest ratio possible of staff to students depending upon the needs of the students in each class.	1.Principal 2.Principal, Vocational academics teacher 3. Principal, Life Skills Teacher and Social Skills Teacher. 4. Principal 5. Principal, Renaissance Learning Manager. 6. Principal	1.Classroom walkthroughs, monitor lesson plans 2.Visit store 3. Purchase lunch/Gift tags. 4. Classroom walkthroughs, monitor lesson plans. Review assessment data, behavioral data, collaborative planning. 5. Classroom walkthroughs, monitor lesson plans, student assessments. 6. Placement committee, digital educators, SLP's, and budget committee.	1. Professional conversations with individual teachers to monitor effectiveness. 2. Professional conversations with individual teachers to monitor effectiveness. 3. Professional conversations with individual teachers to monitor effectiveness 4 Professional conversations with individual teachers to monitor effectiveness 5. Professional conversations with individual teachers to monitor effectiveness. 6.FAA results
<u>Mathematics Goal #5E:</u>	<u>2012 Current Level of Performance (Middle):*</u>					
Elementary, middle, and high school economically disadvantaged students will score proficient or higher on the 2013 Florida Math Alternate Assessment by increasing their scores by 2%.	50% (6)					

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

High School Mathematics Goals		Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.		1.1. All students are in the moderate to profound range of cognitive disabilities. 2. Physical disabilities impede instruction time and ability to respond. 3. Chronic illness impacts progress. 4. Behavioral disabilities impede instruction time and ability to respond. 5. Communication skills, especially expressive communication is impaired in many cases thus impacting the students' ability to express their response.	1. Continue implementation of Touch Math Curriculum and Equals Math Program. 2. Student run school store. 3. Student run "Seahorse Café" and "Ellison Project" 4. Implement Silver Sands Global Behavioral Management System. 5. Continue implementation of Unique Learning Systems and Accelerated Math Program.	1.Principal 2.Principal, Vocational academics teacher 3. Principal, Life Skills Teacher and Social Skills Teacher. 4. Principal 5. Principal, Renaissance Learning Manager.	1.Classroom walkthroughs, monitor lesson plans 2.Visit store 3. Purchase lunch/Gift tags. 4. Classroom walkthroughs, monitor lesson plans. Review assessment data, behavioral data, collaborative planning. 5. Classroom walkthroughs, monitor lesson plans, student assessments.	1. Professional conversations with individual teachers to monitor effectiveness. 2. Professional conversations with individual teachers to monitor effectiveness. 3. Professional conversations with individual teachers to monitor effectiveness 4 Professional conversations with individual teachers to monitor effectiveness 5. Professional conversations with individual teachers to monitor effectiveness.
Mathematics Goal #1:	2012 Current Level of Performance (High School):*					
Elementary, middle, and high school students will increase their scores by 2% at levels 4, 5, and 6 in math on the 2013 Florida Alternate Assessment.	39% (7)					

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			6. Implementation of various research based math curriculums and establishment of classroom iPads.	6. Classes are staffed with highest ratio possible of staff to students depending upon the needs of the students in each class.	6. Principal	6. Placement committee, digital educators, SLP's, and budget committee.	6.FAA results
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			5E 1. All students are in the moderate to profound range of cognitive disabilities.	1. Continue implementation of Touch Math Curriculum and Equals Math Program.	1.Principal	1.Classroom walkthroughs, monitor lesson plans	1. Professional conversations with individual teachers to monitor effectiveness.
Mathematics Goal #2:	2012 Current Level of Performance (High School):*						
Elementary, middle, and high school students will increase their scores by 1% at or above level 7 in math on the 2013 Florida Alternate Assessment.	22% (4)		2. Physical disabilities impede instruction time and ability to respond.	2. Student run school store.	2.Principal, Vocational academics teacher	2.Visit store	2. Professional conversations with individual teachers to monitor effectiveness.
			3. Chronic illness impacts progress.	3. Student run "Seahorse Café" and "Ellison Project"	3. Principal, Life Skills Teacher and Social Skills Teacher.	3. Purchase lunch/Gift tags.	3. Professional conversations with individual teachers to monitor effectiveness
			4. Behavioral disabilities impede instruction time and ability to respond.	4. Implement Silver Sands Global Behavioral Management System.	4. Principal	4. Classroom walkthroughs, monitor lesson plans. Review assessment data, behavioral data, collaborative planning.	4 Professional conversations with individual teachers to monitor effectiveness

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			<p>5. Communication skills, especially expressive communication is impaired in many cases thus impacting the students' ability to express their response.</p> <p>6. Implementation of various research based math curriculums and establishment of classroom iPads.</p>	<p>5. Continue implementation of Unique Learning Systems and Accelerated Math Program.</p> <p>6. Classes are staffed with highest ratio possible of staff to students depending upon the needs of the students in each class.</p>	<p>5. Principal, Renaissance Learning Manager.</p> <p>6. Principal</p>	<p>5. Classroom walkthroughs, monitor lesson plans, student assessments.</p> <p>6. Placement committee, digital educators, SLP's, and budget committee.</p>	<p>5. Professional conversations with individual teachers to monitor effectiveness.</p> <p>6.FAA results</p>
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</p> <p>Mathematics Goal #3:</p> <p>52% of all students will score proficient on the math 2013 Florida Alternate Assessment. (Due to small groups, Goal/Data based on Elementary, Middle, and High School students)</p>			<p>5E 1. All students are in the moderate to profound range of cognitive disabilities.</p> <p>2. Physical disabilities impede instruction time and ability to respond.</p> <p>3. Chronic illness impacts progress.</p> <p>4. Behavioral disabilities impede instruction time and ability to respond.</p> <p>5. Communication skills, especially expressive communication is impaired in many cases thus impacting the students' ability to express their response.</p> <p>6. Implementation of various research based math curriculums and establishment of classroom iPads.</p>	<p>1. Continue implementation of Touch Math Curriculum and Equals Math Program.</p> <p>2. Student run school store.</p> <p>3. Student run "Seahorse Café" and "Ellison Project"</p> <p>4. Implement Silver Sands Global Behavioral Management System.</p> <p>5. Continue implementation of Unique Learning Systems and Accelerated Math Program.</p> <p>6. Classes are staffed with highest ratio possible of staff to students depending upon the needs of the students in each class.</p>	<p>1.Principal</p> <p>2.Principal, Vocational academics teacher</p> <p>3. Principal, Life Skills Teacher and Social Skills Teacher.</p> <p>4. Principal</p> <p>5. Principal, Renaissance Learning Manager.</p> <p>6. Principal</p>	<p>1.Classroom walkthroughs, monitor lesson plans</p> <p>2.Visit store</p> <p>3. Purchase lunch/Gift tags.</p> <p>4. Classroom walkthroughs, monitor lesson plans. Review assessment data, behavioral data, collaborative planning.</p> <p>5. Classroom walkthroughs, monitor lesson plans, student assessments.</p> <p>6. Placement committee, digital educators, SLP's, and budget committee.</p>	<p>1. Professional conversations with individual teachers to monitor effectiveness.</p> <p>2. Professional conversations with individual teachers to monitor effectiveness.</p> <p>3. Professional conversations with individual teachers to monitor effectiveness</p> <p>4 Professional conversations with individual teachers to monitor effectiveness</p> <p>5. Professional conversations with individual teachers to monitor effectiveness.</p> <p>6.FAA results</p>
2012 Current Level of Performance:*	2013 Expected Level of Performance:*	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
47% (27)							

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			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4.1.	4.1.	4.1.	4.1.	4.1.
Mathematics Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Not Applicable	<i>Enter numerical data for current level of performance in this box.</i>						
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3.	4.3.	4.3.	4.3.	4.3.

End of Florida Alternate Assessment High School Mathematics Goals

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

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

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

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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%. Algebra 1 Goal #3A: <i>Enter narrative for the goal in this box.</i>	Baseline data 2010-2011							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1. Algebra 1 Goal #3B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.	
			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.	3C.1.	3C.1.	3C.1.	3C.1.
Algebra 1 Goal #3C: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>	3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Algebra 1 Goal #3D: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>	3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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

End of Algebra 1 EOC Goals

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

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

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

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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%. Geometry Goal #3A: <i>Enter narrative for the goal in this box.</i>	Baseline data 2011-2012						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

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

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Silver Sands Global Behavioral Management Systems Training in behavior management techniques for classroom and school wide implementation.	Across grade levels All subjects	School Staff	School-wide implementation.	September/October Early Release	Documentation of data taken Learning Communities Principal walkthroughs	Principal
Enhancing Professional Practice\ A Framework for Teaching Training in the new evaluation system.	Across grade levels All subjects	Principal	School-wide implementation.	September/October Early Release	Learning Communities Principal walkthroughs	Principal
Accelerated Math Training	Across grade levels All subjects	Renaissance Learning Manager	School-wide implementation.	As needed per small group and individual classroom instruction.	Learning Communities Principal walkthroughs Documentation of data/assessments	Principal Renaissance Learning Manager

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<p>Unique Learning System Training Use of data-driven results from the Unique Learning System and standards-based differentiated lessons to increase student proficiency in the content areas.</p>	<p>Across grade levels All subjects</p>	<p>School Staff</p>	<p>School-wide implementation.</p>	<p>November Early Release</p>	<p>Documentation of data taken Learning Communities Principal walkthroughs.</p>	<p>Principal Department Chairs</p>
<p>Web Page Building Using technology to increase classroom and school wide communication with parents and community.</p>	<p>Across grade levels All subjects</p>	<p>School web page administrator/ Digital Educator</p>	<p>School-wide implementation.</p>	<p>November Early Release</p>	<p>Learning Communities Development of school web page</p>	<p>Principal School web page administrator</p>
<p>Enhancing Instruction and Student Performance Through Technology Learning to use iPad's in the classroom.</p>	<p>Across grade levels All subjects</p>	<p>Julie Tourney FDLRS SLP</p>	<p>School Wide Enhancing Instruction and Student Performance Through Technology Learning to use iPad's in the classroom.</p>	<p>December Early Release</p>	<p>Learning Communities Principal walkthroughs.</p>	<p>Principal SLP</p>
<p>Improving Instruction Through Effective Teaching Techniques Presentation of life-skills strategies and portfolio building.</p>	<p>Across grade levels All subjects</p>	<p>School Staff</p>	<p>School Wide Improving instruction through effective teaching techniques.</p>	<p>January Early Release</p>	<p>Learning Communities</p>	<p>Professional Development Representative/ Principal</p>
<p>School Lesson Study Presentation of valuable teaching points. (Communication department)</p>	<p>Across grade levels Balanced Literacy</p>	<p>School Staff</p>	<p>School-wide</p>	<p>February Early Release</p>	<p>Learning Communities/</p>	<p>Professional Development Representative/ Principal</p>
<p>School Lesson Study Presentation of valuable teaching points. (H.S./STW Department)</p>	<p>Across grade levels Balanced Literacy</p>	<p>School Staff</p>	<p>School-wide</p>	<p>March Early Release</p>	<p>Learning Communities/</p>	<p>Professional Development Representative/ Principal</p>

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School Lesson Study Presentation of valuable teaching points. (Pre- Academic Department)	Across grade levels Balanced Literacy	School Staff	School-wide	April Early Release	Learning Communities/	Professional Development Representative/ Principal
School Lesson Study Presentation of valuable teaching points. (Academic Department)	Across grade levels Balanced Literacy	School Staff	School-wide	May Early Release	Learning Communities/	Professional Development Representative/ Principal
ESE/IEP policies and procedures best practices.	Across grade levels	Staffing Specialist	School wide	On-going monthly	Monitoring and review of IEPs, Matrices, and Behavior plans	Professional Development Representative/ Staffing Specialist/ Principal
PLC	All Teachers	Department Chairs	School-wide	Weekly	Reflection Log	PD-Representative
Professional Crisis Management (PCM) Training	All Staff	PCM Trainer	School Wide	Bi-annually	Monitoring	PD- Representative/ PCM Trainer

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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
Evidenced based curriculum	Unique Learning Systems	Discretionary	See reading
Evidenced based materials	Math Textbooks	Textbook funding	See reading
Evidence based materials	Software and supplies	software	See reading
Evidence based materials	Accelerated Math/Math Facts/Star Math	software subscription	\$1,550.40
Evidence based materials	DT Trainer	software	See reading
Subtotal:			\$1,550.40
Technology			
Strategy	Description of Resources	Funding Source	Amount
Motivation & engagement & AAC	Projectors, Mimios, Cameras, Voice output devices.	Donation from Children’s Invitational, Hardware, Equipment Fund (11/12 school year)	See reading
Differentiation & engagement	Destiny Library System	Software	See reading
Motivation/engagement/instructional	iPads	Computer Hardware	See reading
Enhancement	Wireless Network	Computer Hardware	See reading
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Training	Accelerated Math	Professional Development	0.00
Enhancing Instruction and Student Performance Through Technology: Learning to use iPad’s in the classroom.	Guest presentation during early release time.	Professional Development	0.00
Unique Learning System Training: Use of data-driven results from the Unique Learning System and standards-based differentiated lessons to increase student proficiency in the content areas.	School staff presentation during early release time.	Professional Development	0.00
School Lesson Study Presentations of valuable teaching points.	Lesson Study/Staff presentations during early release time.	Professional Development	0.00
Improving Instruction Through Effective			

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Teaching Techniques: Presentation of behavior management techniques, life skills, and portfolio building.	Staff presentations	Professional Development	0.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Enhancing Professional Practice\ A Framework for Teaching Training in the new evaluation system.	Principal Presentations during early release time.	Professional Development	0.00
Silver Sands Global Behavioral Management Systems: Training in behavior management techniques for classroom and school wide implementation.	Staff presentations during early release time.	Professional Development	0.00
Web Page Building: Using technology to increase classroom and school wide communication with parents and community.	Presentation by school web page administrator/ Digital Educator	Professional Development	0.00
ESE/IEP policies and procedures best practices.	Staffing Specialist Presentations (Monthly)	Professional Development	0.00
PLC	All teachers (Learning Communities) (Weekly)	Professional Development	0.00
Professional Crisis Management (PCM) Training	PCM Trainer (Bi-annually)	Professional Development	See reading
Subtotal:			
Total:			\$1,550.40

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Science Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Not Applicable	<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>					
<u>Silver Sands School students are all on special standards and are assessed using the Florida Alternate Assessment (FAA)</u>							
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B1. All students are in the moderate to profound range of cognitive disabilities.	1. Continue implementation of science trade books to teach literacy through science.	1.Principal, CRT	1. Classroom walkthroughs, monitor lesson plans.	1.Observation/Assessments
Science Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	2. Physical disabilities impede instruction time and ability to respond.	2. Environmental education program.	2.Principal, CRT	2. Classroom walkthroughs, monitor lesson plans.	2.Observation/Assessments
			3. Chronic illness impacts progress.	3.Health education	3.Principal, CRT	3.Classroom walkthroughs, monitor lesson plans	3. Professional conversations with individual teachers to monitor effectiveness.
32% of the elementary and middle school students will score at levels 4, 5, and 6 in science on the 2013 Florida Alternate Assessment.	31% (4)	32%	4. Behavioral disabilities impede instruction time and ability to respond.	4. 4. Implement Silver Sands Global Behavioral Management System.	4 Principal, CRT	4. Classroom walkthroughs, monitor lesson plans. Review assessment data, behavioral data, collaborative planning.	4 Professional conversations with individual teachers to monitor effectiveness.

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			<p>5. Communication skills, especially expressive communication is impaired in many cases thus impacting the students' ability to express their response.</p> <p>6. Implementation of teaching science through the use of classroom iPads.</p> <p>7. Newly adopted courses</p> <p>8. Need additional lab materials.</p>	<p>5. Continue implementation of Unique Learning Systems</p> <p>6. Classes are staffed with highest ratio possible of staff to students depending upon the needs of the students in each class.</p> <p>7. Implementation of new state adopted course codes in Earth Science/Biology/Chemistry/Integrated Science.</p> <p>8. Continue implementation of school wide science lab.</p>	<p>5. Principal, CRT</p> <p>6. Principal, CRT</p> <p>7. Principal, CRT</p> <p>8. Principal, CRT</p>	<p>5. Classroom walkthroughs, monitor lesson plans, student assessments.</p> <p>6. Placement committee, digital educators, SLP's, and budget committee.</p> <p>7. Weekly Collegial conversations and collaborative planning.</p> <p>8. Classroom walkthroughs, monitor lesson plans, budget committee input.</p>	<p>5. Professional conversations with individual teachers to monitor effectiveness.</p> <p>6. FAA results</p> <p>7. Professional conversations with individual teachers to monitor effectiveness</p> <p>8. Observation/ Professional conversations with individual teachers to monitor effectiveness.</p>

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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.
<u>Science Goal #2A:</u> Not Applicable Silver Sands School students are all on special standards and are assessed using the Florida Alternate Assessment (FAA)	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i>	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
			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.			2B1. All students are in the moderate to profound range of cognitive disabilities.	1. Continue implementation of science trade books to teach literacy through science.	1.Principal, CRT	1. Classroom walkthroughs, monitor lesson plans.	1.Observation/Assessments
<u>Science Goal #2B:</u> 32% of the elementary and middle school students will score at or above level 7 in science on the 2013 Florida Alternate Assessment.	<u>2012 Current Level of Performance:*</u> 31% (4)	<u>2013Expected Level of Performance:*</u> 32%	2. Physical disabilities impede instruction time and ability to respond. 3. Chronic illness impacts progress. 4. Behavioral disabilities impede instruction time and ability to respond. 5. Communication skills, especially expressive communication is impaired in many cases thus impacting the students' ability to express their response.	2. Environmental education program. 3.Health education 4. 4. Implement Silver Sands Global Behavioral Management System. 5.Continue implementation of Unique Learning Systems	2.Principal, CRT 3.Principal, CRT 4 Principal, CRT 5.Principal, CRT	2. Classroom walkthroughs, monitor lesson plans. 3.Classroom walkthroughs, monitor lesson plans 4. Classroom walkthroughs, monitor lesson plans. Review assessment data, behavioral data, collaborative planning. 5. Classroom walkthroughs, monitor lesson plans, student assessments.	2.Observation/Assessments 3. Professional conversations with individual teachers to monitor effectiveness. 4 Professional conversations with individual teachers to monitor effectiveness. 5. Professional conversations with individual teachers to monitor effectiveness.

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			6. Implementation of teaching science through the use of classroom iPads.	6. Classes are staffed with highest ratio possible of staff to students depending upon the needs of the students in each class.	6.Principal, CRT	6. Placement committee, digital educators, SLP's, and budget committee.	6.FAA results
			7.Newly adopted courses	7.Implementation of new state adopted course codes in Earth Science/Biology/Chemistry/Integrated Science.	7. Principal, CRT	7. Weekly Collegial conversations and collaborative planning.	7. Professional conversations with individual teachers to monitor effectiveness
			8. Need additional lab materials.	8. Continue implementation of school wide science lab.	8.Principal, CRT	8. Classroom walkthroughs, monitor lesson plans, budget committee input.	8. Observation/ Professional conversations with individual teachers to monitor effectiveness.
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

High School Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1.1. All students are in the moderate to profound range of cognitive disabilities.	1. Continue implementation of science trade books to teach literacy through science.	1.Principal, CRT	1. Classroom walkthroughs, monitor lesson plans.	1.Observation/Assessments
Science Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	2. Physical disabilities impede instruction time and ability to respond.	2. Environmental education program.	2.Principal, CRT	2. Classroom walkthroughs, monitor lesson plans.	2.Observation/Assessments
18% of the high school students will score at or above level 7 in science on the 2013 Florida Alternate Assessment.	17% (2)	18%	3. Chronic illness impacts progress.	3.Health education	3.Principal, CRT	3.Classroom walkthroughs, monitor lesson plans	3. Professional conversations with individual teachers to monitor effectiveness.
			4. Behavioral disabilities impede instruction time and ability to respond.	4. 4. Implement Silver Sands Global Behavioral Management System.	4 Principal, CRT	4. Classroom walkthroughs, monitor lesson plans. Review assessment data, behavioral data, collaborative planning.	4 Professional conversations with individual teachers to monitor effectiveness.
			5. Communication skills, especially expressive communication is impaired in many cases thus impacting the students' ability to express their response.	5.Continue implementation of Unique Learning Systems	5.Principal, CRT	5. Classroom walkthroughs, monitor lesson plans, student assessments.	5. Professional conversations with individual teachers to monitor effectiveness.
			6. Implementation of teaching science through the use of classroom iPads.	6. Classes are staffed with highest ratio possible of staff to students depending upon the needs of the students in each class.	6.Principal, CRT	6. Placement committee, digital educators, SLP's, and budget committee.	6.FAA results

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			7.Newly adopted courses	7.Implementation of new state adopted course codes in Earth Science/Biology/Chemistry/Integrated Science.	7. Principal, CRT	7. Weekly Collegial conversations and collaborative planning.	7. Professional conversations with individual teachers to monitor effectiveness
			8. Need additional lab materials.	8. Continue implementation of school wide science lab.	8.Principal, CRT	8. Classroom walkthroughs, monitor lesson plans, budget committee input.	8. Observation/ Professional conversations with individual teachers to monitor effectiveness.
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2.1. All students are in the moderate to profound range of cognitive disabilities.	1. Continue implementation of science trade books to teach literacy through science.	1.Principal, CRT	1. Classroom walkthroughs, monitor lesson plans.	1.Observation/Assessments
<u>Science Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>	2. Physical disabilities impede instruction time and ability to respond.	2. Environmental education program.	2.Principal, CRT	2. Classroom walkthroughs, monitor lesson plans.	2.Observation/Assessments
26% of the high school students will score at or above level 7 in science on the 2013 Florida Alternate Assessment.	25% (3)	26%	3. Chronic illness impacts progress.	3.Health education	3.Principal, CRT	3.Classroom walkthroughs, monitor lesson plans	3. Professional conversations with individual teachers to monitor effectiveness.

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			4. Behavioral disabilities impede instruction time and ability to respond.	4. 4. Implement Silver Sands Global Behavioral Management System.	4 Principal, CRT	4. Classroom walkthroughs, monitor lesson plans. Review assessment data, behavioral data, collaborative planning.	4 Professional conversations with individual teachers to monitor effectiveness.
			5. Communication skills, especially expressive communication is impaired in many cases thus impacting the students' ability to express their response.	5. Continue implementation of Unique Learning Systems	5. Principal, CRT	5. Classroom walkthroughs, monitor lesson plans, student assessments.	5. Professional conversations with individual teachers to monitor effectiveness.
			6. Implementation of teaching science through the use of classroom iPads.	6. Classes are staffed with highest ratio possible of staff to students depending upon the needs of the students in each class.	6. Principal, CRT	6. Placement committee, digital educators, SLP's, and budget committee.	6. FAA results
			7. Newly adopted courses	7. Implementation of new state adopted course codes in Earth Science/Biology/Chemistry/Integrated Science.	7. Principal, CRT	7. Weekly Collegial conversations and collaborative planning.	7. Professional conversations with individual teachers to monitor effectiveness
			8. Need additional lab materials.	8. Continue implementation of school wide science lab.	8. Principal, CRT	8. Classroom walkthroughs, monitor lesson plans, budget committee input.	8. Observation/ Professional conversations with individual teachers to monitor effectiveness.

End of Florida Alternate Assessment High School Science Goals

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

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

Biology 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology 1.			1.1.	1.1.	1.1.	1.1.	1.1.
Biology 1 Goal #1: Not Applicable	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology 1 Goal #2: Not Applicable	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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End of Biology 1 EOC Goals

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
Silver Sands Global Behavioral Management Systems Training in behavior management techniques for classroom and school wide implementation.	Across grade levels All subjects	School Staff	School-wide implementation.	September/October Early Release	Documentation of data taken Learning Communities Principal walkthroughs.	Principal
Enhancing Professional Practice\ A Framework for Teaching Training in the new evaluation system.	Across grade levels All subjects	Principal	School-wide implementation.	September/October Early Release	Learning Communities Principal walkthroughs.	Principal
Unique Learning System Training Use of data-driven results from the Unique Learning System and standards-based differentiated lessons to increase student proficiency in the content areas.	Across grade levels All subjects	School Staff	School-wide implementation.	November Early Release	Documentation of data taken Learning Communities Principal walkthroughs.	Principal Department Chairs
Web Page Building Using technology to increase classroom and school wide communication with parents and community.	Across grade levels All subjects	School web page administrator/ Digital Educator	School-wide implementation.	November Early Release	Learning Communities Development of school web page	Principal School web page administrator
Enhancing Instruction and Student Performance Through Technology Learning to use iPad's in the classroom.	Across grade levels All subjects	Julie Tourney FDLRS SLP	School Wide Enhancing Instruction and Student Performance Through Technology Learning to use iPad's in the	December Early Release	Learning Communities Principal walkthroughs.	Principal SLP

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			classroom.			
Improving Instruction Through Effective Teaching Techniques Presentation of life-skills strategies and portfolio building.	Across grade levels All subjects	School Staff	School Wide Improving instruction through effective teaching techniques.	January Early Release	Learning Communities	Professional Development Representative/ Principal
School Lesson Study Presentation of valuable teaching points. (Communication department)	Across grade levels Balanced Literacy	School Staff	School-wide	February Early Release	Learning Communities/	Professional Development Representative/ Principal
School Lesson Study Presentation of valuable teaching points. (H.S./STW Department)	Across grade levels Balanced Literacy	School Staff	School-wide	March Early Release	Learning Communities/	Professional Development Representative/ Principal
School Lesson Study Presentation of valuable teaching points. (Pre-Academic Department)	Across grade levels Balanced Literacy	School Staff	School-wide	April Early Release	Learning Communities	Professional Development Representative/ Principal
School Lesson Study Presentation of valuable teaching points. (Academic Department)	Across grade levels Balanced Literacy	School Staff	School-wide	May Early Release	Learning Communities	Professional Development Representative/ Principal
ESE/IEP policies and procedures best practices.	Across grade levels	Staffing Specialist	School wide	On-going monthly	Monitoring and review of IEPs, Matrices, and Behavior plans	Professional Development Representative/ Staffing Specialist/ Principal
PLC	All Teachers	Department Chairs	School-wide	Weekly	Reflection Log	PD-Representative
Professional Crisis Management (PCM) Training	All Staff	PCM Trainer	School Wide	Bi-annually	Monitoring	PD- Representative/ PCM Trainer

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Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Evidenced based curriculum	Textbooks & supplemental books	Textbooks	\$884.75
Evidenced based curriculum	Unique Learning Systems	Discretionary	See reading
Evidence based materials	Software and supplies	software	See reading
Evidence based materials	DT Trainer	software	See reading
Subtotal:			\$884.75
Technology			
Strategy	Description of Resources	Funding Source	Amount
Motivation & engagement & AAC	Projectors, Mimios, Cameras, Voice output devices.	Donation from Children's Invitational, Hardware, Equipment Fund (11/12 school year)	See reading
Differentiation & engagement	Destiny Library System	Software	See reading
Motivation/engagement/instructional	iPads	Computer Hardware	See reading
Enhancement	Wireless Network	Computer Hardware	See reading
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Enhancing Instruction and Student Performance Through Technology: Learning to use iPad's in the classroom.	Guest presentation during early release time.	Professional Development	
Unique Learning System Training: Use of data-driven results from the Unique Learning System and standards-based differentiated lessons to increase student proficiency in the content areas.	School staff presentation during early release time.	Professional Development	
School Lesson Study Presentations of valuable teaching points.	Lesson Study/Staff presentations during early release time.	Professional Development	0.00
Improving Instruction Through Effective Teaching Techniques: Presentation of behavior management techniques, life skills, and portfolio building.	Staff presentations	Professional Development	0.00

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			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Enhancing Professional Practice\ A Framework for Teaching Training in the new evaluation system.	Principal Presentations during early release time.	Professional Development	0.00
Silver Sands Global Behavioral Management Systems: Training in behavior management techniques for classroom and school wide implementation.	Staff presentations during early release time.	Professional Development	0.00
Web Page Building: Using technology to increase classroom and school wide communication with parents and community.	Presentation by school web page administrator/ Digital Educator	Professional Development	0.00
ESE/IEP policies and procedures best practices.	Staffing Specialist Presentations (Monthly)	Professional Development	0.00
PLC	All teachers (Learning Communities) (Weekly)	Professional Development	0.00
Professional Crisis Management (PCM) Training	PCM Trainer (Bi-annually)	Professional Development	See reading
Subtotal:			
			Total: \$884.75

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.	1A.1.	1A.1.	1A.1.	1A.1.
Writing Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Not Applicable	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
Silver Sands School students are all on special standards and are assessed using the Florida Alternate Assessment (FAA)							
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			2B.1. 1. All students are in the moderate to profound range of cognitive disabilities.	1. Implementing the writing process daily in HS and MS	1. Principal, CRT	1. Review lesson plans, classroom walkthroughs, reading student writing samples.	1. Writing Samples
Writing Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	2. Physical disabilities impede instruction time and ability to respond. 3. Chronic illness impacts progress.	2. Continue use of AT devices, software programs and communication devices. 3. Continue implementation of Unique Learning System.	2. Principal, CRT, SLP's. 3. Principal, CRT	2. Review lesson plans and use classroom walkthroughs. 3. Review lesson plans, assessment data, classroom walkthroughs.	2. Professional conversations with individual teachers to monitor effectiveness. 3. Professional conversations with individual teachers to monitor effectiveness.
51% of all students will score at a level 4 or higher in writing on the 2013 Florida Alternate Assessment.	48% (13)	51%					

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			4. Behavioral disabilities impede instruction time and ability to respond.	4. Implement Silver Sands Global Behavioral Management System.	4. Principal	4. Review assessment data, behavioral data, collaborative planning.	4. Professional conversations with individual teachers to monitor effectiveness.
			5. Communication skills, especially expressive communication is impaired in many cases thus impacting the students' ability to express their response.	5. Establishment of classroom iPads as a teaching tool.	5. Principal, CRT, SLP's.	5. 1. Review lesson plans and use classroom walkthroughs.	5. Professional conversations with individual teachers and SLP to monitor effectiveness.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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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
Silver Sands Global Behavioral Management Systems Training in behavior management techniques for classroom and school wide implementation.	Across grade levels All subjects	School Staff	School-wide implementation.	September/October Early Release	Documentation of data taken Learning Communities Principal walkthroughs.	Principal
Enhancing Professional Practice\ A Framework for Teaching Training in the new evaluation system.	Across grade levels All subjects	Principal	School-wide implementation.	September/October Early Release	Learning Communities Principal walkthroughs.	Principal
Unique Learning System Training Use of data-driven results from the Unique Learning System and standards-based differentiated lessons to increase student proficiency in the content areas.	Across grade levels All subjects	School Staff	School-wide implementation.	November Early Release	Documentation of data taken Learning Communities Principal walkthroughs.	Principal Department Chairs
Web Page Building Using technology to increase classroom and school wide communication with parents and community.	Across grade levels All subjects	School web page administrator/ Digital Educator	School-wide implementation.	November Early Release	Learning Communities Development of school web page	Principal School web page administrator
Enhancing Instruction and Student Performance Through Technology Learning to use iPad's in the classroom.	Across grade levels All subjects	Julie Tournay FDLRS SLP	School Wide Enhancing Instruction and Student Performance Through Technology	December Early Release	Learning Communities Principal walkthroughs.	Principal SLP

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			Learning to use iPad's in the classroom.			
Improving Instruction Through Effective Teaching Techniques Presentation of life-skills strategies and portfolio building.	Across grade levels All subjects	School Staff	School Wide Improving instruction through effective teaching techniques.	January Early Release	Learning Communities	Professional Development Representative/ Principal
School Lesson Study Presentation of valuable teaching points. (Communication department)	Across grade levels Balanced Literacy	School Staff	School-wide	February Early Release	Learning Communities/	Professional Development Representative/ Principal
School Lesson Study Presentation of valuable teaching points. (H.S./STW Department)	Across grade levels Balanced Literacy	School Staff	School-wide	March Early Release	Learning Communities/	Professional Development Representative/ Principal
School Lesson Study Presentation of valuable teaching points. (Pre-Academic Department)	Across grade levels Balanced Literacy	School Staff	School-wide	April Early Release	Learning Communities	Professional Development Representative/ Principal
School Lesson Study Presentation of valuable teaching points. (Academic Department)	Across grade levels Balanced Literacy	School Staff	School-wide	May Early Release	Learning Communities	Professional Development Representative/ Principal
ESE/IEP policies and procedures best practices.	Across grade levels	Staffing Specialist	School wide	On-going monthly	Monitoring and review of IEPs, Matrices, and Behavior plans	Professional Development Representative/ Staffing Specialist/ Principal
PLC	All Teachers	Department Chairs	School-wide	Weekly	Reflection Log	PD-Representative
Professional Crisis Management (PCM) Training	All Staff	PCM Trainer	School Wide	Bi-annually	Monitoring	PD- Representative/ PCM Trainer

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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
Motivation & engagement	ABC Teach	Software Subscription	\$159.96
Differentiation	Handwriting Without Tears	Software Subscription	\$423.80
Evidenced based curriculum	Unique Learning Systems	Discretionary	See reading
Evidence based materials	Software and supplies	software	See reading
Evidence based materials	DT Trainer	software	See reading
Subtotal:			\$583.76
Technology			
Strategy	Description of Resources	Funding Source	Amount
Motivation & engagement & AAC	Projectors, Mimios, Cameras, Voice output devices.	Donation from Children’s Invitational, Hardware, Equipment Fund (11/12 school year)	See reading
Differentiation & engagement	Destiny Library System	Software	See reading
Motivation/engagement/instructional	iPads	Computer Hardware	See reading
Enhancement	Wireless Network	Computer Hardware	See reading
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Enhancing Instruction and Student Performance Through Technology: Learning to use iPad’s in the classroom.	Guest presentation during early release time.	Professional Development	0.00
Unique Learning System Training: Use of data-driven results from the Unique Learning System and standards-based differentiated lessons to increase student proficiency in the content areas.	School staff presentation during early release time.	Professional Development	0.00
School Lesson Study Presentations of valuable teaching points.	Lesson Study/Staff presentations during early release time.	Professional Development	0.00
Improving Instruction Through Effective			0.00

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Teaching Techniques: Presentation of behavior management techniques, life skills, and portfolio building.	Staff presentations	Professional Development	
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Enhancing Professional Practice\ A Framework for Teaching Training in the new evaluation system.	Principal Presentations during early release time.	Professional Development	0.00
Silver Sands Global Behavioral Management Systems: Training in behavior management techniques for classroom and school wide implementation.	Staff presentations during early release time.	Professional Development	0.00
Web Page Building: Using technology to increase classroom and school wide communication with parents and community.	Presentation by school web page administrator/ Digital Educator	Professional Development	0.00
ESE/IEP policies and procedures best practices.	Staffing Specialist Presentations (Monthly)	Professional Development	0.00
PLC	All teachers (Learning Communities) (Weekly)	Professional Development	0.00
Professional Crisis Management (PCM) Training	PCM Trainer (Bi-annually)	Professional Development	See reading
Subtotal:			
			Total: \$583.76

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: Not Applicable	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

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	Subtotal:
	Total:

End of Civics Goals

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

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in U.S. History.			1.1.	1.1.	1.1.	1.1.	1.1.
U.S. History Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Not Applicable	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
U.S. History Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Not Applicable	<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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		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

U.S. History Professional Development

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

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

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

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

End of U.S. History Goals

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Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Many of our students have complex medical concerns which impede their ability to attend school on a regular basis.	1.1. Teachers make frequent contact with parents and support coordinators.	1.1. Data clerk, CRT	1.1. Attendance report	1.1. Attendance report
<u>Attendance Goal #1:</u>	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
Increase attendance rate by 1%.	82% (18% excessive absences)	83% (17 % excessive absences)					
	<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>					
	25 students	23 students					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	10 students	9 students					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Silver Sands Global Behavioral Management Systems Training in behavior management techniques for classroom and school wide implementation.	Across grade levels All subjects	School Staff	School-wide implementation.	September/October Early Release	Documentation of data taken Learning Communities Principal walkthroughs.	Principal
Web Page Building Using technology to increase classroom and school wide communication with parents and community.	Across grade levels All subjects	School web page administrator/ Digital Educator	School-wide implementation.	November Early Release	Learning Communities Development of school web page	Principal School web page administrator
ESE/IEP policies and procedures best practices.	Across grade levels	Staffing Specialist	School wide	On-going monthly	Monitoring and review of IEPs, Matrices, and Behavior plans	Professional Development Representative/ Staffing Specialist/ Principal
PLC	All Teachers	Department Chairs	School-wide	Weekly	Reflection Log	PD-Representative

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
Engagement	Truancy Officer	District funding	0.00

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Engagement	Social Workers	District funding	0.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			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. Severe cognitive disabilities impact the ability of our students to retain reasons for consequences long after they happen.	1.1. Use PCM strategies to deescalate behaviors, teach social skills	1.1. Principal, Social skills teachers	1.1. Monitoring	1.1. Data-year end
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
We will maintain the suspension rate through the use of Professional Crisis Management Strategies.	5	4					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	5	4					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	1	1					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
1	1						
			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
Silver Sands Global Behavioral Management Systems Training in behavior management techniques for classroom and school wide implementation.	Across grade levels All subjects	School Staff	School-wide implementation.	September/October Early Release	Documentation of data taken Learning Communities Principal walkthroughs.	Principal
Web Page Building Using technology to increase classroom and school wide communication with parents and community.	Across grade levels All subjects	School web page administrator/ Digital Educator	School-wide implementation.	November Early Release	Learning Communities Development of school web page	Principal School web page administrator
ESE/IEP policies and procedures best practices.	Across grade levels	Staffing Specialist	School wide	On-going monthly	Monitoring and review of IEPs, Matrices, and Behavior plans	Professional Development Representative/ Staffing Specialist/ Principal
PLC	All Teachers	Department Chairs	School-wide	Weekly	Reflection Log	PD-Representative
Professional Crisis Management (PCM) Training	All Staff	PCM Trainer	School Wide	Bi-annually	Monitoring	PD- Representative/ PCM Trainer

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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
Not Applicable			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Suspension Goals

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Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention			1.1.	1.1.	1.1.	1.1.	1.1.
Dropout Prevention Goal #1: Not Applicable	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
	<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for expected dropout rate in this box.</i>					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

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

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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
Not Applicable			
			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)

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.

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1.	1.1.	1.1.	1.1.	1.1.
Parent Involvement Goal #1:	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>	As a center school, students come from all over the county making it difficult for families to travel to the school.	SAC, PTO, classroom volunteers, volunteer art program, Story time, Literacy Day, mentors, volunteer tutors, Family Games & Arts/Crafts night, Open House, Orientation, Book fair, Reading Night, Celebration of the Arts Night, HS Prom, HS Dude Day, HS. Mother's Day Tea, Donuts for mom, Donuts for Dad, Guest speaker for Positive Behavior Strategies, HS Vocational Agency orientation night. Department school course codes orientation.	Principal, LLT	Monitor volunteer time logs	Volunteer logs
80% of Silver Sands parents will be involved in some activities and meetings at the school.	75%	80%					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Silver Sands Global Behavioral Management Systems Training in behavior management techniques for classroom and school wide implementation.	Across grade levels All subjects	School Staff	School-wide implementation.	September/October Early Release	Documentation of data taken Learning Communities Principal walkthroughs.	Principal
Web Page Building Using technology to increase classroom and school wide communication with parents and community.	Across grade levels All subjects	School web page administrator/ Digital Educator	School-wide implementation.	November Early Release	Learning Communities Development of school web page	Principal School web page administrator
ESE/IEP policies and procedures best practices.	Across grade levels	Staffing Specialist	School wide	On-going monthly	Monitoring and review of IEPs, Matrices, and Behavior plans	Professional Development Representative/ Staffing Specialist/ Principal
PLC	All Teachers	Department Chairs	School-wide	Weekly	Reflection Log	PD-Representative

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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
Guest speaker for Positive Behavior Strategies.	To educate parents on positive strategies for behavior management.	Title 1 4301	
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Enhancement	Donuts for mom, Donuts for Dad.	Title 1 4301	\$234.00
			Subtotal:
			Total: \$234.00

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
STEM Goal #1:	1.1.	1.1.	1.1.	1.1.	1.1.
Not Applicable					
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

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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
Not Applicable			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
CTE Goal #1:	1.1.	1.1.	1.1.	1.1.	1.1.
Not Applicable					
	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) 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
Not Applicable						

CTE Budget (Insert rows as needed)

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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
Not Applicable			
			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.

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)

Final Budget (Insert rows as needed)

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Please provide the total budget from each section.	
Reading Budget	Total: \$45,224.79
CELLA Budget	
Mathematics Budget	Total: \$1,550.40
Science Budget	Total: \$884.75
Writing Budget	Total: \$583.76
Civics Budget	
U.S. History Budget	
Attendance Budget	
Suspension Budget	
Dropout Prevention Budget	
Parent Involvement Budget	Total: \$234.00
STEM Budget	
CTE Budget	
Additional Goals	
	Grand Total: \$48,477.70

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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
Not Applicable		

- 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.
The SAC will collaborate to create the SIP and Budget as well as helping guide the school toward our vision.

Describe the projected use of SAC funds.	Amount
Professional Development Subs, Library Books	\$700.00

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