

FLORIDA DEPARTMENT OF EDUCATION



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Silver Star Center	District Name: Orange County Public Schools
Principal: Dr. Elaine Scott	Superintendent: Dr. Barbara Jenkins
SAC Chair: NA	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

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

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	Dr. Elaine Scott	B.S in Biology and Chemistry; M.S in Science Education; Specialist in Education, Ed.D, Administration & Supervision; Professional Certifications: School Principal	8	20	Reviewed student FCAT data and closely monitored teachers' implementation of FCIM/RtI/CBC/PLC's through classroom walkthroughs and feedback as well as professional development trainings. This plan was effective with improving students' academic achievements as evident by the increase in the number of level 3 and 4 from the previous years. NA for learning gains as Silver Star Center is a Interim Day School where students are in attendance only 45 days.
Assistant Principal	Vacant	NA	NA	NA	NA

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

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)
CRT	Marva Marrs	Elem/Secondary Exceptional Student Education Reading Endorsement	2	2	Ms. Marrs spent several years as a highly qualified Reading instructor at Gateway School where she was instrumental in assisting with the school's AYP increase of 2% during 2010-11. Since coming to Silver Star Center, Ms. Marrs has conducted professional development trainings for teachers in the areas of instructional strategies and data disaggregation. In the capacity of instructional coach, Ms. Marrs systematically meets with teachers to improve their effectiveness in the classroom especially in areas that align with the new evaluation process.
Reading Coach	Precious Hill	Bachelors in Psychology Masters in Management & Administration of Education Programs Reading Endorsement K-12 Elem Ed K-6 ESE K-12	7	4	Ms. Hill continues to help identify systematic patterns of student need while working with district personnel to identify appropriate, evidence based intervention strategies to assist teachers.

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

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Instructional staff applying for positions at SSC are encouraged to obtain certifications in both Varying Exceptionalities and subject area content.	Principal and Assistant Principal, CRT, and Reading Coach0	Ongoing
2. Resource teachers are assigned to specific staff for coaching and ongoing professional development.	Assistant Principal, CRT,	Ongoing
3. Teachers will participate on PLC teams for continued growth in content and grade level best practices	Assistant Principal, CRT, Reading Coach	Ongoing
4.		

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

Non-Highly Effective Instructors

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

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
0% (0)	All of our teachers are certified in the areas they teach. Professional development and coaching in Marzano strategies will be a major focus for all teachers. Teacher will also receive additional school and district professional development.

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
23	30%(7)	43%(10)	17%(4)	9%(2)	57%(13)	96%(22)	34%(8)22	4%(1)	9%(2)

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
Ms. Samson	Mr. Harold Williams	Ms. Samson is a seasoned a math teacher	The pair will meet 1x/week and will document the dates and contents of meetings thru log.
Ms. Sauer	Ms. Edna Knight	Ms. Sauer is a seasoned Social Studies teacher who mentored at SSC, who served as an effective mentor during the last	The pair will meet 1x/week and will document the dates and contents of meetings thru log.

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

		school year. She has agreed to mentor two new teachers for the 2012-13 school year.	
Ms. Sauer	Ms. Usher	Ms. Sauer is a seasoned Social Studies teacher who mentored at SSC, who served as an effective mentor during the last school year. She has agreed to mentor two new teachers for the 2012-13 school year.	The pair will meet 1x/week and will document the dates and contents of meetings thru log.
Ms. Randolph	Ms. Read	Ms. Randolph is a reading teacher and mentored a new teacher from last year.	The pair will meet 1x/week and will document the dates and contents of meetings thru log.

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

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A Title I funds will be used to develop community outreach/parent empowerment fair. Motivational speakers will be used throughout the year to address students and parents. Supplemental material will be provided for parents and students as they relate to parent and student need.
Title I, Part C- Migrant Based on identified needs, the school social worker will initiate required school and district forms to provide support services.
Title I, Part D The school's SAFE Coordinator, Mental Health Counselors, Behavior Specialists work with the students through small groups and individual counseling.
Title II Effective and highly qualified teachers learn and implement strategies through professional development to ensure that all of our ESE students are successful.
Title III The District provides trainings, materials and support services to enhance the learning opportunities for ELL students.
Title X- Homeless Based on identified needs, the school social worker will initiate required school and district forms to provide support services.
Supplemental Academic Instruction (SAI) NA
Violence Prevention Programs NA
Nutrition Programs NA
Housing Programs NA
Head Start NA
Adult Education
Career and Technical Education NA
Job Training NA

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

Other

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

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

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

School-Based MTSS/RtI Team
<p>Identify the school-based MTSS leadership team.</p> <p>Jean Caldwell-Behavior Specialists Paulette Randolph & Marie Sauer- Content Area PLC Leaders; General Education/Exceptional Student Education (ESE) Teachers Iradley Roche- Social Worker Alan Magbanua- SAFE Coordinator Kevin Bingham- Administrative Dean James Beller- Mental Health Counselor Vacant- Assistant Principal Elaine Scott- Principal</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>During the 12-13 school year the MTSS/RtI Leadership Team will include: Jean Caldwell (Behavior Specialists): Paulette Randolph and Marie Sauer (Content Area PLC Team Leaders): General Education Teachers/ Exceptional Student Education (ESE) Teachers: Provides information about core instruction, facilitates team meetings in which student data is collected and analyzed, delivers Tier 1 instruction/intervention, collaborates with other staff and team members to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities, as well as provides instructional activities/materials into Tier 3 instruction. Iradley Roche (Social Worker) and Alan Magbanua (SAFE Coordinator): Provides quality services and expertise on issues ranging from programs designed to assess and intervene with individual students. In addition to providing interventions, the school social worker will continue to link child-serving and community agencies to the students' home schools and families to support the child's academic, emotional, behavioral, and social success. Kevin Bingham (Administrative Dean); James Beller, Mental Health Counselor. Vacant(Assistant Principal): Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/RtI strategies, ensures implementation of intervention support and documentation, ensures appropriate professional development opportunities are made available to team members.</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>Members of the MTSS leadership team meets weekly to review and analyze student data. As team members identify emerging patterns of academic deficits, the team continually moves through the problem solving process by developing plans of action designed to address specific areas of instructional need. Through collaboration, the team continues to monitor students' progress while making programmatic adjustments as identified through data analysis.</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>SSC Directional Management System is a specialized Multi-Tiered Responses to Intervention (RtI) process which promptly identifies the academic and behavior needs of our students based on progress monitoring/assessments/data collection/PLC discussions and prior information. The type of strategies/interventions that will be implemented with each student is contingent upon the level of his/her academic/behavior needs as referenced on the 4th tier of the continuum. Tier I students are successful academically and behaviorally with common core instructions, rules/procedures, as they are on track to exit Silver Star Center. Tier 2 students receive academic enrichments, progress monitoring and group counseling to foster success. Tier 3 students are identified as being in danger of failing and have documented behavioral concerns; They receive intensive behavioral and academic supports. Tier 4 students have received a Level 4 discipline referral at SSC and refuse to accept instructional/behavioral support provided at Tier 3. During the 12-13 school year Multi-tiered teams will utilize the problem solving model to identify instructional patterns of deficits and targeted behavior patterns that will be addressed in the action plans of response in collaborative teams. Tier 1,2and 3 interventions/strategies are implemented by classroom teachers initially. If these interventions/strategies prove to be ineffective then</p>

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

teachers will make referrals to multi-level PLC teams to begin the Problem Solving process. The Behavioral PLC members meet weekly to address the identified students. Teachers meet biweekly in Professional Learning Communities to identify the content material to be taught; discuss and develop common assessment tools to measure student mastery; convert data into meaningful and monitoring include, but are not limited to, formative and summative assessment, formal and informal measures, etc. Formative assessments will be used as an incremental measure of instructional effectiveness and student achievement. Summative assessments such as FAIR; Benchmark Assessments and FCAT, will also be used to measure academic gains, as well as instructional effective.

Describe the plan to train staff on MTSS.

During the 11-12 school year, the focus of the MTSS/RtI teams was that of behavioral modifications. Teams developed and implemented behavioral plans that included a variety of behavioral strategies in each tier of the MTSS/RtI continuum. During the 12-13 school year MTSS/RtI teams will utilize the problem solving model to identify instructional patterns of deficits and develop plans of response in collaborative teams. Instructional staff will receive training throughout the school year on data collection/analysis, MTSS/RtI (academic/behavior); the utilization of reading and writing strategies across the curriculum.

Describe the plan to support MTSS.

Instructional staff will receive training throughout the school year on data collection/analysis, MTSS/RtI(academic/behavior); Webb's Depth of Knowledge and the implementation of the Teach Model Text of Writing across the curriculum.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Elaine Scott-Principal Vacant- Assistant Principal Marva Marrs- CRT Precious Hill- Reading Coach
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT will work with personnel to develop and maintain instructional rigor in core reading programs and across content areas by providing ongoing professional development and coaching opportunities. Reading instruction will include tiers of interventions as well as a plan for monitoring student progress. The major initiative will be developing literacy (reading/writing) across content areas with an emphasis on vocabulary development.
What will be the major initiatives of the LLT this year? The major initiative will be developing literacy across content areas with an emphasis on vocabulary development and writing. Teachers will be trained in using reading and writing strategies across the content. Teachers will also work collaboratively thru professional learning communities to analyze student and academic data for the purpose of driving instruction.

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.

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

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

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

NA

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

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

SSC will ensure that all teachers receive professional development through District and school based trainings in order to incorporate and infuse reading strategies in their lessons throughout each content area. Some teachers will be identified as mentors and coaches to conduct observations and trainings, as well as to modeling the delivery of effective reading strategies through lesson study.

**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?

NA due to the students' short term placement.

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?

This process is introduced and explored through our career planning and college readiness courses.

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](#).

NA

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

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. Highly transient ESE population due to 45 day placements at Silver Star Center	1A.1. Teachers will utilize common planning times for more frequent progress monitoring.	1A.1. AP, CRT, Reading Coach	1A.1. Lesson Studies Data Chats	1A.1. Lesson Study Analysis Lesson Planning Data Binders
<u>Reading Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the # of students performing at Level 3 to 12%(6) of total students tested.	2%(1) of 52 total students	A minimum of 12% (6) of total students will score at a Level 3.					
Reduce students scoring at Level 1&2 by 10%.			1A.2. New Teachers to Silver Star Center	1A.2. Pair new teacher with Mentor	1A.2. CRT	1A.2. Weekly meetings between new and mentor teachers	1A.2. Mentoring/Feedback Logs
			1A.3. Teachers knowledge of incorporating reading strategies across the content area	1A.3. Professional Learning Communities (PLC)	1A.3. Administration Leadership Team	1A.3. Biweekly PLC meetings/monitoring	1A.3. Weekly Minutes/Agendas
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.							
<u>Reading Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
NA	NA	NA					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. Teacher knowledge of incorporating technology into instructional planning and delivery	2A.1. Use of Smart Boards and Thinking Maps	2A.1. Administration Leadership Team	2A.1. Professional Development Instructional Observation	2A.1. Lesson Plans I-Observation
Reading Goal #2A: <i>To increase the # of students performing at Level 4,5, and 6 to 6%(3)of students tested.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	2%(1) of 52 students tested.	A minimum of 3 students will perform at a Level 4, 5, or 6	2A.2. Restrictions in building the Master Schedule to incorporate Honors and or Advance course Offering on-line courses	2A.2. Identify teachers that are capable of teaching multiple and higher level courses.	2A.2. Administration Instructional Team	2A.2. Availability of additional courses Progress Monitoring Student Enrollment	2A.2. Number of course offerings Student Enrollment data
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Reading Goal #2B: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					
			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.	3B.1.	3B.1.	3B.1.	3B.1.
Reading Goal #3B: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. Differentiated instruction with rigor for transient ESE students	4A.1. Professional development for best practices in reading and literacy across the content.	4A.1. Teachers, CRT/PLCs	4A.1. Lesson Study; PLC	4A.1. Teacher made Pre/Post Test; READ 180, FCAT, Edusoft (Benchmark testing), FAIR
Reading Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
NA	NA	NA					
			4A.2. New Teachers	4A.2. Mentoring/coaching/ professional development trainings	4A.2. Teachers, CRT/PLCs/Mentors	4A.2. Lesson study/PLCs	4A.2. TE-172 participation form. Exit forms
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017														
5A. In six years school will reduce their achievement gap by 50%. <u>Reading Goal #5A:</u> NA	Baseline data 2010-2011 NA		NA																			
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> NA			5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.															
<table border="1"> <tr> <td>2012 Current Level of Performance:*</td> <td>2013 Expected Level of Performance:*</td> </tr> <tr> <td>NA</td> <td>NA</td> </tr> <tr> <td>White:</td> <td>White:</td> </tr> <tr> <td>Black:</td> <td>Black:</td> </tr> <tr> <td>Hispanic:</td> <td>Hispanic:</td> </tr> <tr> <td>Asian:</td> <td>Asian:</td> </tr> <tr> <td>American Indian:</td> <td>American Indian:</td> </tr> </table>			2012 Current Level of Performance:*	2013 Expected Level of Performance:*	NA	NA	White:	White:	Black:	Black:	Hispanic:	Hispanic:	Asian:	Asian:	American Indian:	American Indian:						
2012 Current Level of Performance:*	2013 Expected Level of Performance:*																					
NA	NA																					
White:	White:																					
Black:	Black:																					
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			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.															
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.															

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			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.	5D.1.	5D.1.	5D.1.	5D.1.
Reading Goal #5D: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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.	5E.1.	5E.1.	5E.1.	5E.1.
Reading Goal #5E: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
District and school based professional development opportunities	6-8 9-12	CRT Reading Coach District Staff	Content Area PLC members/teachers	2012-2013 School Year Once a Month	PD Calendar Focus Calendar Progress Monitoring/Data Analysis Data Notebooks	Resource Team Administration
Literacy across the Content and Curriculum (Reading/Writing)	6-8 9-12	CRT Reading Coach District Staff	Content Area PLC members/teachers	2012-2013 School Year PLC meetings are held bi-weekly	Meeting Minutes Focus Calendars Data Analysis/Progress Monitoring	Resource Team Administration

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

Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
READ 180	Software, books and materials/assessments Professional Development	General Budget Title 1	14,000.00
College Readiness Program	Computer based teacher resources and materials	District Provided	
Expert 21	Computer Based Instruction/ teacher resources and materials	District Provided General Budget Title 1	3,500.00
			Subtotal:17,500.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
READ 180	Software and materials	General Budget/Title 1	6,000.00
Discovery Systems	Software and materials	General Budget/Title 1	1,525.00
			Subtotal:7525.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Reading Conferences	Conference Attendance	General Budget/Title 1	3,000.00
READ 180 Low Prep Strategies	Company Representative	General Budget/Title 1	
			Subtotal:3,000.00
Other			
Strategy	Description of Resources	Funding Source	Amount
n/a			
			Subtotal:
			Total:28,025.00

End of Reading Goals

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

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. Teachers' knowledge of a variety of instructional strategies to use with ELL students.	1.1. Professional development in instructional best practices and strategies for ELL students.	1.1. ESOL Compliance Teachers CRT Administration	1.1. Data analysis thru PLC teams Ongoing Progress Monitoring	1.1. Student work samples. Data Binders
CELLA Goal #1: <i>To increase the # of students scoring proficient to 46% (6) of students tested.</i>	2012 Current Percent of Students Proficient in Listening/Speaking:					
	0% (0) of 13 tested scored Proficient in Listening/Speaking					
		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. Teachers knowledge of a variety of instructional strategies to use with ELL students.	2.1. Professional development in instructional best practices and strategies for ELL students	2.1. ESOL Compliance Teachers CRT Administration	2.1. Data analysis thru PLC teams Ongoing Progress Monitoring	2.1. Student work samples. Data Binders
CELLA Goal #2: <i>To increase the # of students scoring proficient to 46% (6) of students tested.</i>	2012 Current Percent of Students Proficient in Reading:					
	15 % (2) of 13 tested scored Proficient in Listening/Speaking					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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

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. Teachers' knowledge of a variety of instructional strategies to use with ELL students.	2.1. Professional development in instructional best practices and strategies for ELL students	2.1. ESOL Compliance Teachers CRT Administration	2.1. Data analysis thru PLC teams Ongoing Progress Monitoring	2.1. Student work samples. Data Binders
CELLA Goal #3:	2012 Current Percent of Students Proficient in Writing :					
<i>To increase the # of students scoring proficient to 46% (6) of students tested.</i>	8% (1) of tested scored Proficient in Listening/Speaking.					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

2012-2013 School Improvement Plan (SIP)-Form SIP-1**CELLA Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
n/a			
			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:0

End of CELLA Goals

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

Elementary School Mathematics Goals

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

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

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

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

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

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

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

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

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

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

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

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

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

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

End of Elementary School Mathematics Goals

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

Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			IA.1. Students being able to practice math skills across other core subjects.	IA.1. Collaboration between teachers with lesson plans.	IA.1. Teachers/PLC Content leader	IA.1. PLCs/ Lesson study and data collection.	IA.1. FCAT/teacher made assessments/ Edusoft.
Mathematics Goal #1A: <i>To increase the # of students performing at a Level 3 to 22%(5) of students tested.</i>	2012 Current Level of Performance:* 4%(1) of 23 students tested scored a Level 3.	2013 Expected Level of Performance:* A minimum of 22%(5) of total students will score at a Level 3.					
			IA.2. Students are assigned to Silver Star Center in 45 day period.	IA.2. Based on the results of diagnostic assessments and review of academic history, teachers will identify 3 Benchmarks that will serve as the instructional focus for each student	IA.2. Classroom Teacher/Content PLC Leader	IA.2. Screening/Diagnostic Tools Data Analysis thru PLCs	IA.2. Progress Monitoring Data
			IA.3. Students' lack of skills for critical thinking strategies.	IA.3. Teachers will be trained on Webb's depth of knowledge and the revised Bloom's Taxonomy. Teachers will scaffold and model strategies.	IA.3. Classroom Teacher/Content PLC Leader	IA.3. Screening/Diagnostic Tools Data Analysis thru PLCs	IA.3. Progress Monitoring Data
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			IB.1.	IB.1.	IB.1.	IB.1.	IB.1.
Mathematics Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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

NA	NA	NA					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. Students being able to practice math skills across other core subjects	2A.1. Collaboration between teachers with lesson plans during common planning time.	2A.1. Teachers/PLC Content leader	2A.1. PLCs/ Lesson study and data collection.	2A.1. FCAT/teacher made assessments/ Edusoft
<u>Mathematics Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
To increase the number of students performing at Level 4,5 to 9%(2).	Less than 1%(0) 23students tested scored at a Level 4 or 5.	A minimum of 9% (2) of total students will score at a Level 4,5.					
			2A.2. Students' lack of Skills for critical thinking and test taking strategies	2A.2. Teachers will be trained on Webb's depth of knowledge and the revised Bloom's Taxonomy. Teachers will scaffold and model strategies.	2A.2. Classroom Teacher/Content PLC Leader	2A.2. Screening/Diagnostic Tools Data Analysis thru PLCs	2A.2. Progress Monitoring Data
			2A.3. Restrictions to master schedule Classes	2A.3. student enrollment of Florida Virtual	2A.3. teachers/placement specialists/Admin	2A.3. Communication with guidance counselor/placement specialist at home school.	2A.3. Final results of Course(grade)
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Mathematics Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
NA	NA	NA					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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

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

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

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

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

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

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

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

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

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

End of Middle School Mathematics Goals

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

Florida Alternate Assessment High School Mathematics Goals

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

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

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

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

End of Florida Alternate Assessment High School Mathematics Goals

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

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

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra 1.			1.1. Students do not possess the prerequisites math skills required to satisfy and /pass the EOC Assessment.	1.1. The use of online tutorial programs (ie. IXL.com) for students to use for practicing specific algebraic and foundational mathematic skills.	1.1. Math Teacher(s) Resource Team Administration	1.1. Formative and Summative Assessments Ongoing Progress Monitoring	1.1. Benchmark EOC Curriculum Based Assessments Teacher Rubrics
Algebra 1 Goal #1: To increase the # of students performing at a Level 3 to 36%(4) of students tested.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0%(0) of 11 students tested scored a Level 3.	A minimum of 36% (4) of total students tested will score at a Level 3.					
		1.2. The interim 45 day placement at SSC limits the amount of exposure to small group strategies.	1.2. The use of manipulatives and math textiles to make concepts and lessons more concrete for students as they transfer information to working memory.	1.2. Math Teacher(s) Resource Team Administration	1.2. Formative and Summative Assessments Ongoing Progress Monitoring	1.2. Benchmark EOC Teacher Rubrics	
		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. Students do not possess the prerequisites math skills required to satisfy and /pass the EOC Assessment.	2.1. The use of online tutorial programs (ie. IXL.com; Math.com) for enrichment of math skills mastered.	2.1. Math Teacher(s) Resource Team Administration	2.1. Formative and Summative Assessments Ongoing Progress Monitoring	2.1. Benchmark EOC Curriculum Based Assessments Teacher Rubrics
Algebra Goal #2: To increase the # of students performing at a Level 4 or 5 to 18%(2) of students tested.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0%(0) of 11 students tested scored a Level 4 and 5.	A minimum of 18% (2) of total students tested will score at a Level 4 or 5.					
		2.2. The interim 45 day placement at SSC limits the amount of exposure to small group strategies.	2.2. The use of manipulative and math textiles to make concepts and lessons more concrete for students as they transfer information to working memory.	2.2. Math Teacher(s) Resource Team Administration	2.2. Formative and Summative Assessments Ongoing Progress Monitoring	2.2. Benchmark EOC Teacher Rubrics	

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

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

		2.3.	2.3.	2.3.	2.3.	2.3.
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
NA	NA	NA					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Algebra 1 Goal #3D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
NA	NA	NA					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					
			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

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

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

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1. Students enroll at SSC without having mastered the prerequisite skills for Geometry (ie solving equations with variables on both sides).	1.1. Online remedial programs (Prentice Hall) State adopted curriculum and resources Thinking Maps (Tree/Flow Maps) Three dimensional, Hands on; manipulative The use of research based vocabulary strategies (LINC's)	1.1. Math Teacher(s) Resource Team Administration	1.1. Formative and Summative Assessments Ongoing Progress Monitoring	1.1. Benchmark EOC Curriculum Based Assessments Teacher Rubrics
Geometry Goal #1: <i>To increase the # of students performing at a Level 3 to 50%(2) of students tested.</i>	2012 Current Level of Performance:* <i>0%(0) of 4 students tested scored a Level 3</i>	2013 Expected Level of Performance:* <i>A minimum of 50% (2) of total students tested will score at a Level 3.</i>					
			1.2. Students enroll at SSC without the knowledge of scientific measurement tools (ie scientific calculators)	1.2. The use of Scientific Calculators to solve problems	1.2. Math Teacher(s)	1.2. Formative and Summative Assessments	1.2. Teacher Rubrics and student work samples
			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.			1.1. Students enroll at SSC without having mastered the prerequisite skills for Geometry (ie solving equations with variables on both sides).	1.1. Online remedial programs (Prentice Hall) State adopted curriculum and resources Thinking Maps (Tree/Flow Maps) Three dimensional, Hands on; manipulative The use of research based vocabulary strategies (LINC's)	1.1. Math Teacher(s) Resource Team Administration	1.1. Formative and Summative Assessments Ongoing Progress Monitoring	2.1.
Geometry Goal #2: <i>To increase the # of students performing at a Level 4 or 5 to 25%(1) of students tested.</i>	2012 Current Level of Performance:* <i>0%(0) of 4 students tested scored a Level 4 and 5</i>	2013 Expected Level of Performance:* <i>25% (1) of total students tested will score at a Level 4 and 5</i>					
			1.2. Students enroll at SSC without the knowledge of scientific measurement tools (ie scientific calculators)	1.2. Students enroll at SSC without the knowledge of scientific measurement tools (ie scientific calculators)	1.2. Math Teacher(s)	2.2. Formative and Summative Assessments	2.2. Teacher Rubrics and student work samples

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

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

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
NA	NA	NA					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Geometry Goal #3D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
NA	NA	NA					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					
			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

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

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
SMI Assessment Program	Software and resource materials	General Budget/Title 1	13,500.00
Expert 1 Math	Software and resource materials	General Budget/Title 1	1,450.00
			Subtotal:14,900.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Professional Development	Company Representative/Conferences	General Budget/Title 1	5,000.00
			Subtotal:5,000.00
Other			
Strategy	Description of Resources	Funding Source	Amount
n/a			
			Subtotal: 0
			Total:19,900.00

End of Mathematics Goals

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

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1. The interim 45 day placements of students at SSC limits the amount of exposure and explicit instruction provided to students in small groups.	1A.1. The use of hands on activities to include the construct of scientific models provides the visual and kinesthetic supports to students as they move toward mastery. The use of graphic organizers and low prep strategies allows students to engage in their learning.	1A.1. Classroom Teacher Peer Observations Administration	1A.1. Data chats through consortium meetings Data Binders Formative/Summative Assessments Ongoing Progress Monitoring	1A.1. Benchmark EOC Curriculum Based Assessments Teacher Rubrics
Science Goal #1A: <i>To increase the # of students performing at a Level 3 to 25%(5) of total student tested.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	5% (1) of 20 student tested scored at Level 3	A minimum of 25%(5) of total students tested will score at a Level 3.					
			1A.2. Students enroll at SSC without the adequate prerequisite skills in reading to master content material.	1A.2. Reading benchmarks and strategies are identified in PLC team meetings and implemented across the content areas thru mini lessons and assessments.	1A.2. Classroom Teacher Peer Observations Administration	1A.2. Data chats through consortium meetings Data Binders Formative/Summative Assessments Ongoing Progress Monitoring	1A.2. Benchmark EOC Curriculum Based Assessments Teacher Rubrics created by PLC Team members
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.							
Science Goal #1B: NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	NA					
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1. The interim 45 day placements of students at SSC limits the amount of exposure and explicit instruction provided to students in small groups.	2A1. The use of hands on activities to include the construct of scientific models provides the visual and kinesthetic supports to students as they move toward mastery. The use of graphic organizers and low prep strategies allows students to engage in their learning.	2A.1. Classroom Teacher Peer Observations Administration	2A1. Data chats through consortium meetings Data Binders Formative/Summative Assessments Ongoing Progress Monitoring	2A.1. Benchmark EOC Curriculum Based Assessments Teacher Rubrics
Science Goal #2A: <i>To increase the # of students performing at a Level 4 and 5 to 10%(2) of total student tested.</i>	2012 Current Level of Performance:* 0% (0) of 20 student tested scored at Level 4 or 5.	2013Expected Level of Performance:* A minimum of 10%(2) of total students tested will score at a Level 4 and 5.					
			2B.2. Students enroll at SSC without the adequate prerequisite skills in reading to master content material.	2B.2. Reading benchmarks and strategies are identified in PLC team meetings and implemented across the content areas thru mini lessons and assessments.	2B.2. Classroom Teacher Peer Observations Administration	2B2. Data chats through consortium meetings Data Binders Formative/Summative Assessments Ongoing Progress Monitoring	2B.2. Benchmark EOC Curriculum Based Assessments Teacher Rubrics created by PLC Team members
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Science Goal #2B: NA	2012 Current Level of Performance:* NA	2013Expected Level of Performance:* NA					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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

Florida Alternate Assessment High School Science Goals

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

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

End of Florida Alternate Assessment High School Science Goals

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

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. Students enroll at SSC without having mastered the prerequisite skills necessary to meet the standards for Biology.	1.1. The use of hands on activities to include the construct of scientific models provides the visual and kinesthetic support to students as they move toward mastery. The use of graphic organizers and charts allows students to engage in their learning. The use of FCAT Explorer to provide opportunities for practice.	1.1. Classroom Teacher Peer Observations Administration	1.1. Data Chats through consortium meetings. Data Binders Formative/Summative Assessments. Ongoing Progress Monitoring	1.1. Benchmark EOC Curriculum Based Assessments Teacher Rubrics
Biology 1 Goal #1: <i>To increase the # of students performing at a Level 3 to 33%(2) of students tested.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0%(0) of the 6 students tested scored a Level 3.	A minimum of 33%(2) of total students tested will score at a Level 3.					
			1.2. The interim 45 day placements of students at SSC limits the amount of exposure and explicit instruction provided to students in small groups.	1.2 The use of hands on activities to include the construct of scientific models provides the visual and kinesthetic support to students as they move toward mastery. The use of graphic organizers and charts allows students to engage in their learning.. The use of FCAT Explorer to provide opportunities for practice.	1.2. Classroom Teacher Peer Observations Administration	1.2. Data Chats through consortium meetings. Data Binders Formative/Summative Assessments. Ongoing Progress Monitoring	1.2. Benchmark EOC Curriculum Based Assessments Teacher Rubrics
			1.3. Students enroll at SSC without adequate prerequisite skills in reading to master content material.	1.3. Reading benchmarks and strategies are identified in PLC team meetings and implemented across the content areas thru mini lessons and assessments.	1.3. Classroom Teacher Peer Observations Administration	1.3. Data Chats through consortium meetings. Data Binders Formative/Summative Assessments. Ongoing Progress Monitoring	1.3. Benchmark EOC Curriculum Based Assessments Teacher Rubrics created by PLC team members
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.			1.1. Students enroll at SSC without having mastered the prerequisite	1.1. The use of hands on activities to include the construct of scientific	1.1. Classroom Teacher Peer Observations	1.1. Data Chats through consortium meetings.	1.1. Benchmark EOC Curriculum Based Assessments

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

Biology 1 Goal #2: <i>To increase the # of students performing at a Level 4 and 5 to 17%(1) of students tested.</i>	2012 Current Level of Performance:* 0%(0) of the 6 students tested scored a Level 4 or 5.	2013 Expected Level of Performance:* A minimum of 17%(1) of total students tested will score at a Level 4 and 5.	skills necessary to meet the standards for Biology.	models provides the visual and kinesthetic support to students as they move toward mastery. The use of graphic organizers and charts allows students to engage in their learning. The use of FCAT Explorer to provide opportunities for practice.	Administration	Data Binders Formative/Summative Assessments. Ongoing Progress Monitoring	Teacher Rubrics
			1.2. The interim 45 day placements of students at SSC limits the amount of exposure and explicit instruction provided to students in small groups.	1.2. The use of hands on activities to include the construct of scientific models provides the visual and kinesthetic support to students as they move toward mastery. The use of graphic organizers and charts allows students to engage in their learning.. The use of FCAT Explorer to provide opportunities for practice.	1.2. Classroom Teacher Peer Observations Administration	1.2. Data Chats through consortium meetings. Data Binders Formative/Summative Assessments. Ongoing Progress Monitoring	1.2. Benchmark EOC Curriculum Based Assessments Teacher Rubrics
			1.3. Students enroll at SSC without adequate prerequisite skills in reading to master content material.	1.3. Reading benchmarks and strategies are identified in PLC team meetings and implemented across the content areas thru mini lessons and assessments.	1.3. Classroom Teacher Peer Observations Administration	1.3. Data Chats through consortium meetings. Data Binders Formative/Summative Assessments. Ongoing Progress Monitoring	1.3. Benchmark EOC Curriculum Based Assessments Teacher Rubrics created by PLC team members

End of Biology 1 EOC Goals

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

Science Professional Development

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

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
STEM project based Instruction	STEM Kits	General Budget/Title 1	10,000.00
			Subtotal:10,000.000
Technology			
Strategy	Description of Resources	Funding Source	Amount
n/a			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Professional Development	STEM & CCSS conferences	General Budget/Title 1	3,500.00
			Subtotal:3,500.00
Other			
Strategy	Description of Resources	Funding Source	Amount
n/a			
			Subtotal:
			Total:13,500.00

End of Science Goals

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

Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1. The interim 45 day placement at SSC limits the amount of exposure to small group instruction/strategies.	1A.1. School wide writing focus in alignment with content benchmarks. Professional development through the Teaching Model Text across the curriculum and writing strategies and mini lessons through PLC s and Lesson Study	1A.1. Classroom Teachers CRT Administration	1A.1. FCAT Writing prompts Data analysis of Writing strategies infused thru content areas. Writing Rubrics	1A.1. FCAT Writing Scores Teacher Writing Assessments and Rubrics
Writing Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
To increase the # of students performing at a Level 3 to 50%(15) of students tested.	23%(7) of 30 students tested scored a Level 3	A minimum of 50%(15) of total students tested will score at a Level 3.					
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			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.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Writing Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
NA	NA	NA					
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PLC Focus on Writing across the curriculum	6-8 9-12	CRT PLC- Language Arts Teachers	PLC Team members	1x/month PD 2x/month PLC (total of 2.5 months).	Data Analysis thru PLC team meetings	CRT PLC Leaders Administration

Writing Budget (Insert rows as needed)

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

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Rule 6A-1.099811
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End of Writing Goals

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

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: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. 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: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

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
n/a			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
n/a			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
n/a			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
n/a			
			Subtotal:
			Total:0

End of Civics Goals

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

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

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

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in U.S. History.			1.1.	1.1.	1.1.	1.1.	1.1.
U.S. History Goal #1: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. 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: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

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
n/a			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
n/a			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
n/a			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
n/a			
			Subtotal:
			Total:

End of U.S. History Goals

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

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

Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. All students are assigned an ESE bus for transportation from each of the learning communities in the district	1.1. Mandatory attendance is emphasized during orientation and as one of the requirements for exiting. Students will earn incentives for regular attendance. Maintain updated address, phone numbers and verifications of current addresses and phone numbers.	1.1. Attendance clerk/teachers/social worker and other staff	1.1. School messenger Progress book notice to parents Staff letters and phone calls to parents	1.1. SMS/Progress book reports
Attendance Goal #1: <i>To increase regular attendance to 70% of all incoming students while at SSC.</i>	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	47 students currently in attendance	75 students enrolled by Survey 2					
	<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>					
	1	5					
	<u>2012 Current Number of Students with Excessive Tardiest (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardiest (10 or more)</u>					
	1	5					
			1.2. Department of Juvenile Justice	1.2. Follow up with telephone call or email to Department of Juvenile Justice or Probation Officer	1.2. Attendance Clerk and Social Worker	1.2. Number of calls made, response time from D.J.J. within 3 days.	1.2. Tracking database
			1.3.	1.3.	1.3.	1.3.	1.3.

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

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

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
n/a			
			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:0

End of Attendance Goals

August 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1.	1.1.	1.1.	1.1.	1.1.
Suspension Goal #1: <i>To decrease the # of In-School and Out of School Suspensions by 50% from the 2011-2012 school year.</i>	2012 Total Number of In-School Suspensions <i>Of the 255 students that were assigned to SSC, a total of 9%(23)of students committed Level 3 offenses that resulted in an ISS placement .</i>	2013 Expected Number of In-School Suspensions <i>To demonstrate a decrease in the total # of Level 3 offenses committed by 50%(11).</i>	The placement of students with similar intensities of behavioral and instructional needs into one setting. The "revolving" nature of the student population, based on 45 day placements and the impact that it has on classroom and campus wide dynamics.	Implementation of interventions specific to each student's IEP/ BIP. Utilize MTSS/RtI and School wide behavior management systems.	Administrative Dean/Behavior Specialists; Teachers, Administration	Quarterly review of behavior and discipline date by leadership team Weekly review of number of students earning school/teacher incentives based on anecdotal records and BILs documentation.	1.1. EDW reports Progress Monitoring for discipline referrals Data provided by PLC Behavioral Intervention Logs (BILS)
	2012 Total Number of Students Suspended In-School <i>Of the 255 students that were assigned to SSC, a total of 6%(16) of Level 3 offenses were committed that resulted in an ISS placement.</i>	2013 Expected Number of Students Suspended In-School <i>To demonstrate a decrease in the total # of students who commit Level 3 offenses by 50%(8).</i>					
	2012 Total Number of Out-of-School Suspensions <i>Of the 255 students that were assigned to SSC, a total of 23%(58)of students committed Level 3 offenses that resulted in an ISS placement</i>	2013 Expected Number of Out-of-School Suspensions <i>To demonstrate a decrease in the total # of Level 3 or Level 4 offenses committed by 50%(29).</i>					
	2012 Total Number of Students Suspended Out- of- School <i>Of the 255 students</i>	2013 Expected Number of Students Suspended Out- of-School <i>To demonstrate a</i>					

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

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

	that were assigned to SSC, a total of 16%(42)of students committed Level 3 offenses that resulted in an ISS placement 42 students	decrease in the total # of students who commit Level 3 or Level 4 offenses by 50%(21).					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

Suspension Professional Development

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

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
n/a			
			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:0

End of Suspension Goals

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

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention			1.1.	1.1.	1.1.	1.1.	1.1.
Dropout Prevention Goal #1: NA <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	NA	NA					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	NA	NA					
			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

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

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
n/a			
			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:0

End of Dropout Prevention Goal(s)

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

Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1. Students are bused from the four corners of Orange County, which makes it difficult for working parents and those without transportation to attend the parent/student orientation.	1.1. Parent/Student Orientation is held three times per week in the morning and afternoon, which makes it convenient for parents to attend. As a last resort, phone conferences or home visits are conducted for those parents who are unable to attend. School Messenger invites parents to take an active role in participating in school activities. Invite parents to school activities via mail.	1.1. Administrator (s) Title I Coordinator	1.1. Percentage of participation in school-wide activities	1.1. Orientation Sign-In Sheets Title I Event Sign-In Sheets
Parent Involvement Goal #1: In 2012-, 100% of students newly enrolled to Silver Star Center attended Parent/Student Orientation.	2012 Current Level of Parent Involvement:* In 2012, 100% of students newly enrolled to Silver Star Center attended Parent/Student Orientation.	2013 Expected Level of Parent Involvement:* In 2013, 100% of students newly enrolled to Silver Star Center will attend Parent/Student Orientation	1.2.	1.2. Provide bus vouchers so that parents can attend meetings.	1.2.	1.2.	1.2.
			1.3.	1.3. School Messenger invites parents to take an active role in participating in school activities. Invite parents to school activities via mail.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

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

Please note that each Strategy does not require a professional development or PLC activity.

August 2012

Rule 6A-1.099811

Revised April 29, 2011

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Increasing Parent Involvement Workshops	Middle/High	Hill F. Green Marrs	All Staff	Oct/Nov 2012 Jan/March 2013	Survey	Assistant Principal, Title I Coordinator, and Support Staff

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

Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Parent Resource Materials	District and State Publications, workbooks and other print materials	Title 1	450.00
			Subtotal:450.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
FCAT Practices On-line course information	School computers	n/a	
			Subtotal:0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Title 1 Parent Involvement Plans	Parent Involvement Plan	n/a	
			Subtotal:0
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:450.00

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: <i>To increase the # of students utilizing technology to expand learning outcomes in Science and Math and obtain mastery for identified benchmarks.</i>	1.1. Classrooms are not designed for science courses	1.1. Identify related subject area materials that can be used to complete class projects and experiments. Provide instructional time to align projects and experiments with course standards.	1.1. Teacher(s) Administration CRT	1.1. Data analysis in consortium meetings Instructional/classroom observations	1.1. Teacher Made Rubrics Student work samples
	1.2. Unable to use or store chemicals and other hardware necessary to complete experiments	1.2. Identify related subject area materials that can be used to complete class projects and experiments. Provide instructional time to align projects and experiments with course standards.	1.2. Teacher(s) Administration CRT	1.2. Data analysis in consortium meetings Instructional/classroom observations	1.2. Teacher Made Rubrics Student work samples
	1.3. Unable to provide all necessary safety equipment and upgrades for use of chemicals and hardware necessary for experiments.	1.3. Identify related subject area materials that can be used to complete class projects and experiments. Provide instructional time to align projects and experiments with course standards.	1.3. Teacher(s) Administration CRT	1.3. Data analysis in consortium meetings Instructional/classroom observations	1.3. Teacher Made Rubrics Student work samples

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	PD Participants (e.g. , PLC, subject, grade level, or	Target Dates (e.g. , Early Release) and Schedules (e.g.,	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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

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

		PLC Leader	school-wide)	frequency of meetings)		

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2012-2013 School Improvement Plan (SIP)-Form SIP-1**STEM Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
			Total:0

End of STEM Goal(s)

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

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: NA	1.1.	1.1.	1.1.	1.1.	1.1.
	NA	NA	NA	NA	NA
	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

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

CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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

Additional Goal(s)

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

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

Additional Goals Professional Development

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

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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
n/a			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
n/a			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
n/a			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
n/a			
			Subtotal:
			Total:0

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.

Reading Budget	Total:28,025.00
CELLA Budget	Total:0.00
Mathematics Budget	Total:19,900.00
Science Budget	Total:13,500.00
Writing Budget	Total:0.00
Civics Budget	Total:0.00
U.S. History Budget	Total:0.00
Attendance Budget	Total:0.00
Suspension Budget	Total:0.00
Dropout Prevention Budget	Total:0.00
Parent Involvement Budget	Total:0.00
STEM Budget	Total:0.00
CTE Budget	Total:0.00
Additional Goals	Total:0.00
	Grand Total:61,875.00

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

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

Are you reward school? ☐ Yes ☒ No

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

☐ Yes ☒ No

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

As a separate day school, all parents are required to attend a mandatory orientation prior enrolling their son or daughter. A part of this orientation includes sharing our SIP, PIP and Title 1 plan. As a district school parents and community members are included in all school related activities.

Describe the activities of the SAC for the upcoming school year.

Describe the projected use of SAC funds.

Amount

DRAFT