

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: William M. Raines High School #165	District Name: Duval
Principal: Shateena Brown	Superintendent: Ed Pratt-Dannals
SAC Chair: Donna Pressley	Date of School Board Approval: Pending

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

June 2012

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Shateena Brown	B.S. in Varying Exceptionalities M.S. in Educational Leadership Certified in K-6 Elementary, K-12 Varying Exceptionalities, Educational Leadership, ESOL Endorsed	3	4	Ms. Brown has served at Raines HS for 3 years, as Assistant Principal, APC, and now as Principal. During this time the school grade has gone from an "F" to a "C". Ms. Brown served as an assistant principal at Ribault Middle School during the 2008-09 school year, when the school's grade went from a C to a B.
Assistant Principal	Marshana Bush	B.S. History Education M.S. Educational Leadership Certified in History 6-12, Educational Leadership K-12	1	9	Ms. Bush was an A.P. at Forrest High school for the 2011-2012 where the school increased by more 100 points on the FCAT side of the grade. For the 2010-2011 school year while at North Shore K-8 the school grade increased from an "F" to a "D". For the 2009-2010 Ms. Bush was at First Coast High School where the school grade increased from a "D" to "C".
Assistant Principal	Oscar Harris	B.S. in Criminal Justice Master's Degree in Educational Leadership Certified in Educational Leadership	6	16.5	Mr. Harris has served at Raines HS for 6 years, during which time the school grade has gone from an "F" to a "C". Prior to that, Mr. Harris served at Eugene Butler Middle School for three years as an Assistant Principal, during which time the school moved from an "F" to a "C."

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<p>Assi stant Principa l</p>	<p>LaShanda Roberts</p>	<p>B.S. Psychology MEd. In Educational Leadership Certified in Educational Leadership (K-12), School Principal (K-12), ESE (K-12) and Psychology (6-12)</p>	<p>1</p>	<p>7</p>	<p>Served at Sandalwood the 2009-2010 school year through 2011-2012 school year. In 2009-2010 the grade went from C to A, 2010-2011 an A to B and 2011-2012 pending a B. Graduated from Bethune Cookman College with a BS in Psychology and UNF with Masters in Educational Leadership.</p>
<p>Assi stant Principa l</p>	<p>John Taylor</p>	<p>B.S. in Physical Education, Master’s Degree in Teaching, Certified in Educational Leadership K-12, Mathematics 5-9 and P.E. 6-12.</p>	<p>2</p>	<p>12</p>	<p>Mr. Taylor returned to DCPS in 2012 serving as A.P. with Raines High School which made substantial academic improvement. He worked as Executive Director with Alternatives Unlimited, Drop Back In Academy and successfully focused on the districts Drop Out Prevention efforts for 2010-2012 school years and recovered over 100 graduates. Served as A.P. in 2009-2010 at Ribault High School which improved from “F” to “D.”</p>

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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Instructional	Selena Dempsey	M.A. Curriculum and Instruction B.A. English Education English 6-12	2	2	Ms Dempsey served as the content area reading coach at Raines High School during 2010-2011, during which time the reading scores moved from 12% proficient to 20% proficient. Ms. Dempsey was an 8 th grade teacher at Paxon Middle during the 2011-2010 school year. She had 32% proficient, 43% made gains, 65% of her bottom quartile made gains, and 65% of her students scored a 4 or better on FCAT writes. In 2009-2010, her students' scores were: 38% proficient, 49% made gains, and 81% scored a 3 or better on FCAT Writes. The school went from a D to a C. 2008-2009 her concentration was creative writing, and 93% of students scored a 3.5 or better on FCAT writes.
Reading	LaTonya Stafford	B.A. Political Science Certified in Elementary Education K-6 Social Science 5-9	4	4	Ms. Stafford has served as reading coach at Raines High School for 3 years. During that time, reading proficiency has gone from 13% proficient to 20% proficient. Ms. Stafford served at Ribault Middle School for three years prior to coming to Raines. As a teacher there she maintained an average of 94% in reading gains. Over the last two years there, 100% in bottom quartile gains were achieved.

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ELA/ Writing	Sara Henry- Blaylock	M.Ed. Special Education B.S. English Education ESE K-12 English 6-12 Reading Endorsement	4	4	Ms. Henry-Blaylock has served as reading coach at Raines for 3 years, 2 years in content-area reading and one with ELA/Writing. Over the first two years, reading scores remained consistent in ninth and tenth grades. During the 2010-2011 school year, writing scores rose from 71% proficient to 79% proficient. During the 2011-2012 school year, writing scores rose from 79% proficient to 88% proficient. Prior to coming to Raines, Ms. Henry-Blaylock served as the Reading Pull-Out Teacher (bottom 25%) at Mandarin HS, during which time, the school grade went from a B to an A.
Math	Natasha Williams	M.Ed Math Education B.S. Psychology ESE K-12 Math 5-9 Math 6-12	3	3	Ms. Williams has served as the math coach at Raines High School for 3 years. 2011-2012 Raines High School: 39% of Algebra 1 students are proficient, and 66% showed gains. 2010 - 2011 Raines High School: 54% Proficiency, which includes 12% growth from the prior year. In 2009 – 2010, Ms. Williams’ First Coast High School data included: Mastery 65%, Learning Gains 69%, Lowest 25% Making Gains 58% 2008- 2009 First Coast High School: Mastery 60%, Learning Gains 66%, Lowest 25% Making Gains 59%
Science	Torra Talbott	M.S. in Educational Leadership B.S. Health Information Management Certifications: Biology 6-12 Chemistry 6-12 Educational Leadership (All Levels)	9	4	Mrs. Talbott served as Science Coach during 2009-2010 and 2010-2011 school years, and in this capacity she was instrumental in improving students’ performance on the FCAT Science test by working with science teachers and students. The science department improved from 11% to 25% of students being proficient on the FCAT Science test during the two-year cycle of 2009-2010 and 2010-2011. During the 2011-2012 school year, 86% passed with a C or higher on the Biology EOC.

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STEM Coordinator	Jean-Marc St. Fleur	B. S. Industrial Engineering with 5yrs industry experience as an Environmental Engineer Certified in Elementary K-3 ESOL NGCAR-PD	4	2	2009-2010 –Algebra 1 and Geometry Teacher- Raines High School (School grade moved from an “F” to a “D”) 2010-2011-Algebra2/2Honors Teacher-Raines High School (School Grade remained at a “D”, however made Math Gains) 2011-2012- STEM Coordinator-Raines High School (Implementing a new and expanding a pre-existing program, School Grade moved from a “D” to a Pending “C”).
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Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Principal will work with Teach for America Office and Candidates for recruitment.	Principal	July 2012
2. Interviewed teachers with high percentages from various county schools who expressed interest in transferring to Raines	Principal, Assistant Principals	July 2012
3. Worked with DCPS staffing office to recruit/retain new and returning teachers for openings as they become available	Principal.	September 2012
4. Early Return professional development for district-wide programs and initiatives.	Principal, Cluster Chief, Academic Coaches, Assistant Principals	August 2012
5. Professional Development on-site in AVID strategies, RtI Interventions, School-wide strategies (SRE, 4 Column Notes, etc.), FCIM, FAIR data analysis and usage.	Academic Coaches	June 2013
6. Weekly focused observations with specific feedback on instructional practices	Assistant Principals, Principal, Academic coaches	June 2013
7. Weekly PLC trainings for data analysis and instructional next steps	Academic coaches, teachers, Assistant Principals, District and State Personnel	June 2013

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Non-Highly Effective Instructors

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

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
7 % (4)	Teachers are encouraged by their coaches and admin to take their subject area exam, and resources are facilitated for them to study for their exams. New teachers, whose certification is pending, are enrolled in the Teacher Induction Program, the DCPS guidance program for new teachers.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
58	10.4% (6)	36.3% (21)	25.8% (15)	27.5% (16)	25.8% (15)	55% (32)	15.5% (9)	1.7% (1)	8.6% (5)

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
Felisha Skipper	Michael Bombaro	Same Subject Area	MINT Calendar and Activities
Torra Talbott	Mary Meg Adams	Coach for Subject Area	MINT Calendar and Activities, PLC+

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Torra Talbott	Flemens Casimir	Coach for Subject Area	MINT Calendar and Activities, PLC+
Virginia Young	Luke Beasley	Same Subject Area	MINT Calendar and Activities
Torra Talbott	Latricia Baker	Coach for Subject Area	MINT Calendar and Activities, PLC+
Al Buckner	Musa Farmand	PDF	MINT Calendar and Activities
Dionne Jackson	Antrameca Mathis	Work together on other school-based activities, NBCT Mentor	MINT Calendar and Activities
Sara Henry	Orlando Spencer	Coach for Subject Area	MINT Calendar and Activities, PLC+
Baby Belcher	Natalie Lebron	Similar Teaching Style, Classroom Management	MINT Calendar and Activities
Al Buckner	Joseph Garcia	PDF	MINT Calendar and Activities
Torra Talbott	Andre Sinclair	Coach for Subject Area	MINT Calendar and Activities, PLC+
Karen Davis	Lynann Robinson	Same Subject Area	MINT Calendar and Activities, PLC+

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A William M. Raines High School uses federal, state, and local services to create a Parent Resource Center on site, with a focus on parent training in curriculum, use of computer systems such as OnCourse, continuing education opportunities, as well as volunteer opportunities. The guidance department coordinates parent meetings, collaboration with parents/guardians in creation of IEPs, and methods to inform parents on their rights and assistance in tracking student progress. Parent Link is used to contact parents with important information, and mailers are sent by our Title I liaison for each parent-teacher/guidance/administration function on our campus. After school programs are offered 2-3 days per week through federal and state funding, and Saturday School is offered 5-6 times per semester, using federal, state, and local funds. Gear Up programs offer support to our senior class, specifically, in tutoring, college tours, and application support. Career and Technical education needs are addressed through our STEM program, which offers job certifications as part of the curriculum. In-class links to real-world application also occur across the curriculum to support career education ideals in our benchmarks. We have a full time truancy officer and refer students to Full Service Schools, when necessary. Communities in Schools also offer services to students via teacher and administrator recommendation.
Title I, Part C- Migrant N/A
Title I, Part D N/A
Title II DCPS receives supplemental funds for improving basic education programs with which to purchase technological and hands- on equipment for all programs. Technology in classrooms, access to computer labs, use of projectors and ELMOs will enhance student instruction throughout the campus.
Title III N/A
Title X- Homeless William M. Raines High School partners with the DCPS Homeless Education Program to ensure equality of educational access for all students. Truancy officer and guidance department refer students in need to Full Service School Program housed at Jean Ribault High School.

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<p>Supplemental Academic Instruction (SAI) SAI is integrated through differentiated accountability according to the Florida Continuous Improvement Model (FCIM). Additional support is implemented through response to intervention (RTI), Accelerated Learning Center (ALC), Saturday School, and grade recovery.</p>
<p>Violence Prevention Programs This service is coordinated through a partnership with DCPS and the Full-Service School Program located at the Ribault Family Resource Center. Additional support is implemented via the School Resource Officer provided by the Jacksonville Sheriff's Office and DCPS Social Workers. Guidance counselors, school nurse, and teachers can recommend students to receive additional services and supports.</p>
<p>Nutrition Programs This service is coordinated and integrated by the Duval County Health Department, a full time school nurse, School Social Worker and the Full-Service Schools Program. Families are encouraged to apply for free or reduced lunch programs through DCPS. Raines High School is a Breakfast in the Classroom Site, based on our Free/Reduced Lunch population statistics.</p>
<p>Housing Programs Services are coordinated through the Full-Service Schools Program and the School Social Workers.</p>
<p>Head Start As needed, services for teen parents are provided through the DCPS Teen Parent Program.</p>
<p>Adult Education Services for Adult Education are integrated and coordinated into the Graduate Initiative Program (GI) based at Raines High School for students who are seeking their GED. Additionally, students may be referred to Florida State College to coordinate Adult Education Studies.</p>
<p>Career and Technical Education Raines High School offers a variety of career and technical opportunities for students including the Information Technology (IT) Academy, STEM programs, Performing Fine Arts Programs, ASVAB testing, FACTS.org and the Choices program.</p>
<p>Job Training Raines High School offers a variety of career and technical opportunities for students including the Information Technology (IT) Academy, which allows students to receive specific certification in several job related fields. Also, the STEM Academy and Performing Fine Arts Academy offer other opportunities for student training prior to graduation.</p>
<p>Other</p>

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

School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Marshana Bush, Malcolm Thomas, Chanel Ray, Tiffany Poole, Dionne Jackson, Luke Beasley, Andrew McKay, Jean St. Fleur, Natasha Williams, Tora Talbott, LaTanywa Stafford, Sara Henry, Selena Dempsey,

Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The team meets every other Friday from 2:15-3:05. The team will review progress-monitoring data and identify students who are meeting and not meeting established benchmarks (academic and behavioral). Based on the data, the team will identify professional development and resources that are needed at each level. The team will collaborate regularly to solve problems, share effective practices, evaluate implementation, and practice new processes and skills.

Principal/Assistant Principals: Provide a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Academic/Instructional Coaches (reading/math/science/instructional):

Develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Guidance counselors: Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school counselors continue to link child serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display. Provides technological know-how and troubleshooting services to staff at large.

Classroom Teachers: Participate in professional development, gather data and share data points with students through conferencing, refer students to guidance who are in need of additional services, provide differentiated instruction based on data and classroom observation

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<p>Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?</p> <p>The school based RtI leadership team was primarily responsible for the development of the school improvement plan. Each member assisted with the development of content area and parental involvement goals. The team participates in the monitoring of the plan, as well. It helps set clear instructional expectations, facilitates the development of a systemic approach to teaching, and aligns processes and procedures with what is most needed by our students.</p>
MTSS Implementation
<p>Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.</p> <p>Baseline data mathematics/science: county benchmark testing</p> <p>Baseline data reading: county benchmark testing, Florida Assessment for Instruction Reading (FAIR) tracked through PMRN</p> <p>Progress monitoring mathematics/science: county benchmark testing, progress monitoring mini-assessments</p> <p>Progress monitoring reading: FAIR, progress monitoring mini-assessments, monthly common assessments</p> <p>End of year: FAIR, FCAT, benchmark testing in mathematics and science</p> <p>Behavioral and Attendance: Attendance Records, Teacher Reporting System for Behavior, Teacher Referral for RtI and Behavioral Intervention for students not meeting the standards of the DCPS student code of conduct.</p> <p>Frequency: Data from formative assessments will be collected and analyzed by the academic coaches. Teachers will meet weekly in PLC's to determine next steps and interventions based on the data.</p>
<p>Describe the plan to train staff on MTSS.</p> <p>Primary training will occur during Early Release Wednesdays, both as implemented by cluster chief and school-based administration. As the RtI/MTSS facilitators receive training, they will train the faculty. Full training and implementation of all new staff, and updates to returning staff, will be completed by June 2013.</p> <p>Throughout the year, behavioral interventions for classroom use will be provided during full staff meetings to meet in-class RtI/MTSS.</p>
<p>Describe the plan to support MTSS.</p> <p>Support will be provided and organized by the Assistant Principals via the RtI/MTSS meetings on an as-needed basis. Our Administrators have all been highly trained in RtI methods, as have many of our teachers. Additional support will come from volunteer groups, paraprofessionals (if approved by budget), academic coaches, and the EE/SS teaching staff.</p>

Literacy Leadership Team (LLT)

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School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

LaTanya Stafford, Sara Henry-Blaylock, Virginia Young, Leena Hall, Torra Talbott, Shonnika Henry, Natasha Williams, Andrew McKay, Antrameca Mathis, Reina Kimbrough, Jennifer Meyer, Jacqueline Ford

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

Literacy Team meets monthly to brainstorm ways to infuse literacy strategies in every classroom as well as assess how previous strategies have worked for our population. The Literacy team also utilizes full staff meeting times and school-wide technological communication to introduce and clarify reading strategies to be used school-wide. The Literacy Team organizes literacy week, and ensures that teachers know about the Superintendent's Reading Strategies, via email blasts.

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

School-wide reading strategies, Reading across the curriculum; Reader Response Activities; 25-book challenge; increasing the use of classroom libraries through teacher book talks; Informational reading via the internet, book blogs and wikis.

Public School Choice

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

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

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

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

N/A

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

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

Returning Science and Social Studies teachers have all been trained in Reading Competencies 1 and 2, and are registering for NGCAR-PD. Some math teachers have participated in the state-led NGCAR-PD training, as well. Jennifer Meyer, Media Specialist, is waiting for district approval to be a CAR-PD trainer so the course can be offered on the campus, which will increase the number of people completing this course. School wide Reading Strategies will be implemented, and every content area classroom (with the exception of math) will implement a literacy-based FCIM lesson, based on student need as determined by data.

****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?

Applied and integrated courses such as AVID, Academic Literacy, STEM courses, and a number of electives courses help students understand that planning for their future begins the second they become ninth graders at William M. Raines High School. These courses emphasize the need for and use of real-world applications, as well as a component of these applications within the courses.

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

Students choose a major and then select electives and courses designed to enhance their study within that major. We also have the STEM academy, which helps prepare students for real-world career experiences in the Power and Energy fields. Our partnership with JEA allows students hands-on experiences via the STEM courses, as well. Raines offers multiple on-campus dual enrollment courses through Florida State College – Jacksonville (FSCJ), as well as courses on the FSCJ campus for select students who qualify academically.

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](#).

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In addition to general education coursework, programs such as Ichibon Time (after school tutoring), Saturday School, and 2nd period enrichment are designated times for test taking skills to prepare students for postsecondary readiness, such as ACT, SAT, and CPT/PERT. Academic coaches will work closely with state Reading Coaches to implement PERT testing strategies, based on the most recent research and data. Students also have access to online resources through Gear Up, FCAT Explorer, Florida Achieves, and www.FACTS.org.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</p>	<p>1A.1. Students lack sufficient prior knowledge to make FCAT passages accessible. Lack of academic performance of feeder schools over time indicates a need to build background knowledge. Nearly 80% of incoming freshman class needs intensive reading support due to scoring at level 1 FCAT or Level 2 disfluent.</p>	<p>1A.1. Use variety of non-fiction materials across content areas to help guide discussion and teach and build background knowledge. Use of current event occurrences to build a “common knowledge” base in reading classes.</p>	<p>1A.1. Principal; APs by subject area; Academic coaches</p>	<p>1A.1. Reading Comprehension assessment of the F.A.I.R. test and teacher observation and teacher-made mini assessments.</p>	<p>1A.1. F.A.I.R. (60% or higher), district benchmarks (70% or higher) and FCAT, teacher-and academic coach-created mini assessments.</p>		
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Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
40% (226) of 9 th and 10 th grade students will score at Achievement Level 3 or above in reading.							
	20% (59)	40% (226)					
		1A.2. Low vocabulary skills as measured by the F.A.I.R. word analysis assessment	1A.2. Provide students with explicit content-specific vocabulary acquisition strategy instruction as part of daily instruction	1A.2.APs and Academic Coaches; Teacher self-reporting	1A.2. F.A.I.R. assessment, lesson plans/lesson study and in-class assessments	1A.2. F.A.I.R. (60% or higher), district benchmarks (70% or higher), lesson plans and FCAT, teacher-created vocabulary assessments in content-area classes.	
		1A.3. Lack of consistent content-specific lessons that incorporate higher-order questioning and discourse	1A.3. Implement strategies designed to promote higher order discourse and questioning during instruction to promote critical thinking as part of the daily instruction	1A.3. Principal; APs by subject area; Academic coaches	1A.3. F.A.I.R. assessment, lesson plans/lesson study and in-class assessments	1A.3. F.A.I.R. (60% or higher), district benchmarks (70% or higher), lesson plans and FCAT, content-area use of Webb's DOK for Unit assessments.	

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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Reading Goal #1B: n/a	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.	2A.1. Small population of incoming grade 9 and rising grade 10 students at levels 4 and above.	2A.1. Use of FCIM calendars and assessment across the curriculum to address areas of greatest need.	2A.1. Classroom teachers, Assistant principals, Academic coaches.	2A.1. Built-in mini-assessments based on FCAT 2.0 Assessment (from Florida Achieves and other state-approved FCAT Prep).	2A.1. Mini-assessments taken from Florida Achieves and other state-approved FCAT Preparation materials.		

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<u>Reading Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
15% of grade 9 and 10 students will score at levels 4 and above.							
	3% (18)	15% (83)					
		2A.2. Low grade-level vocabulary skills as measured by the F.A.I.R. word analysis assessment	2A.2. Provide students with explicit content-specific vocabulary acquisition strategy instruction as part of daily instruction across the curriculum.	2A.2. Classroom teachers, Assistant principals and Academic coaches.	2A.2. F.A.I.R. assessment, lesson plans, lesson study outcomes, PLC Plus Discussions, and in-class assessments	2A.2. In-Class Assessments, F.A.I.R. (60% or higher), district benchmarks (70% or higher), lesson plans and FCAT will show mastery of benchmarks and an increase in vocabulary acquisition.	
		2A.3. Lack of consistent content-specific lessons that incorporate higher-order questioning and discourse	2A.3. Implement strategies designed to promote higher order discourse and questioning during instruction to promote critical thinking as part of the daily instruction	2A.3. Principal; APs by subject area; Academic coaches	2A.3. F.A.I.R. assessment, lesson plans/lesson study and in-class assessments	2A.3. F.A.I.R. (60% or higher), district benchmarks (70% or higher), lesson plans and FCAT	

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2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<u>Reading Goal #2B:</u> <i>n/a</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>3A. FCAT 2.0: Percentage of students making learning gains in reading.</p>	<p>3A.1. Students lack sufficient prior knowledge to make FCAT passages accessible. Lack of academic performance of feeder schools over time indicates a need to build background knowledge. (80% of incoming 9th grade requires intensive reading)</p>	<p>3A.1. Use of a variety of non-fiction materials across content areas to help guide discussion and teach and build background knowledge. Use of current event occurrences to build a "common knowledge" base.</p>	<p>3A.1. Principal; APs by subject area; Academic coaches</p>	<p>3A.1. Reading Comprehension assessment of the F.A.I.R. test; teacher observation</p>	<p>3A.1. F.A.I.R. (60% or higher), district benchmarks (70% or higher), lesson plans and FCAT</p>		

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<u>Reading Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
60% (339) of grade 9 and 10 students will make learning gains in reading.							
	54% (128)	60% (339) of grade 9 and 10 students will make learning gains in reading.					
		3A.2. Low vocabulary skills as measured by the F.A.I.R. word analysis assessment	3A.2. Provide students with explicit content-specific vocabulary acquisition strategy instruction as part of daily instruction	3A.2. APs and Academic Coaches; Teacher self-reporting	3A.2. F.A.I.R. assessment, lesson plans/lesson study and in-class assessments	3A.2. F.A.I.R. (60% or higher), district benchmarks (70% or higher), lesson plans and FCAT	
		3A.3. Lack of consistent content-specific lessons that incorporate higher-order questioning and discourse	3A.3. Implement strategies designed to promote higher order discourse and questioning during instruction to promote critical thinking as part of the daily instruction	3A.3. Principal; APs by subject area; Academic coaches	3A.3. F.A.I.R. assessment, lesson plans, PLC Plus and lesson study notes, and in-class assessments	3A.3. F.A.I.R. (60% or higher), district benchmarks (70% or higher), lesson plans and FCAT	

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3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
<u>Reading Goal #3B:</u> <i>n/a</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</p>	<p>4A.1. Students lack sufficient prior knowledge to make FCAT passages accessible. Lack of academic performance of feeder schools over time indicates a need to build background knowledge.</p>	<p>4A.1. Use a variety of non-fiction materials across content areas to help guide discussion and teach and build background knowledge. Use of current event occurrences to build a "common knowledge" base.</p>	<p>4A.1. Principal; APs by subject area; Academic coaches</p>	<p>4A.1. Reading Comprehension assessment of the F.A.I.R. test; teacher observation</p>	<p>4A.1. F.A.I.R. (60% or higher), district benchmarks (70% or higher), lesson plans and FCAT</p>		
<p><u>Reading Goal #4A:</u> 70% (100) of students in BQ making learning gains in reading.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	65% (37)	70% (100) of students in BQ making learning gains in reading.					
		4A.2. Low vocabulary skills as measured by the F.A.I.R. word analysis assessment	4A.2. Provide students with explicit content-specific vocabulary acquisition strategy instruction as part of daily instruction	4A.2. APs and Academic Coaches	4A.2. F.A.I.R. assessment, lesson plans/lesson study and in-class assessments	4A.2. F.A.I.R. (60% or higher), district benchmarks (70% or higher), lesson plans and FCAT	
		4A.3. Lack of content-specific lessons that incorporate higher-order questioning and discourse	4A.3. Implement strategies designed to promote higher order discourse and questioning during instruction to promote critical thinking as part of the daily instruction	4A.3. Principal; APs by subject area; Academic coaches	4A.3. F.A.I.R. assessment, lesson plans/lesson study and in-class assessments	4A.3. F.A.I.R. (60% or higher), district benchmarks (70% or higher), lesson plans and FCAT	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		

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Reading Goal #4B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
n/a							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Reading Goal #5A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5B.1. White: Black: Subgroup lacks specific background knowledge of the subject matters covered on high stakes and grade level assessments. Hispanic: Asian: American Indian:	5B.1. Utilization of FAIR assessment data so that the results are immediate and can be used to determine instructional strategies for the students in as well as opportunities for professional development in the areas of student engagement, rigor, and complexity is needed to maintain teacher awareness and student achievement.	5B.1. APs and Academic Coaches Teacher self-reporting	5B.1. FAIR assessment, lesson plans/lesson study and in-class assessment.	5B.1. FAIR (60% or higher), district benchmarks (70% or higher), lesson plans and FCAT.		
<u>Reading Goal #5B:</u> <i>40% (226) of our Black students will make satisfactory progress in reading.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<i>Enter numerical data for current level of performance in this box.</i> White: Black: 20% (93) Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: 40% (226) Hispanic: Asian: American Indian:					
		5B.2. Cultural barriers can be exhibited when covering diverse topics.	5B.2. Reading Interventionist will directly target students in need of extra support in reading to provide small group assistance while exposing students to an array of non fiction materials from various avenues.	5B.2. APs and Academic coaches, Reading Interventionist and Teacher self-reporting.	5B.2. FAIR assessment, lesson plans/ lesson study and in-class assessments.	5B.2. FAIR (60% or higher), district benchmarks (70% or higher), lesson plans and FCAT	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Reading Goal #5C:</u> n/a	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>5D.1. Repeated failure on reading assessments throughout middle and high school can discourage students from putting forth best effort.</p>	<p>5D.1. Use personal relationship building, mentoring, and small group nurture groups to accommodate and encourage students.</p>	<p>5D.1. EE/SS Teachers, Academic Coaches.</p>	<p>5D.1. Mini Assessment data, student data chats.</p>	<p>5D.1. Mini-Assessments based on focus calendar, Data Chat form</p>		
<p><u>Reading Goal #5D:</u> <i>50% (80) of Students with Disabilities will make satisfactory Progress in Reading.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>18% (23) of Students with Disabilities will make satisfactory Progress in Reading.</i></p>	<p><i>50% (80) of Students with Disabilities will make satisfactory Progress in Reading.</i></p>					
		<p>5D.2. Due to inclusion, the General Education teacher's lack of knowledge on the specific needs of the student and professional development needed to incorporate appropriate strategies for these students in a heterogeneous class.</p>	<p>5D.2. Use PLCs involving vertical and horizontal planning and development geared toward differentiated instruction and student engagement strategies so that teachers are equipped to handle the influx and mixture of SWD in the classroom.</p>	<p>5D.2. EE/SS teachers, General Education Teachers, Academic Coaches, Administration.</p>	<p>5D.2. EE/SS measurements, classroom grades, teacher feedback, student performance on mini-assessments, FAIR assessments.</p>	<p>5D.2. Mini-Assessments based on focus calendar, Data Chat form, EE/SS teacher notes, FAIR</p>	

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		5D.3. Time allotted to reading instruction may need to increase for SWD.	5D.3. Use enrichment hour to target students in this category, and use the time to do intensive reading instruction, in addition to other classes.	5D.3. Classroom Teacher, Academic Coaches, Administration.	5D.3. Mini Assessments.	5D.3. Mini-Assessments based on focus calendar, Data Chat form	
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p>	<p>5E1. Currently there are 82% of our students on free and reduced lunch, indicating our socio-economically challenged demographic base. Educationally, ED students may not have experienced the level of expectation in previous educational settings needed to provide the knowledge base for success in high school</p>	<p>5E1. Creating a safe learning environment, including -cohorting students with similar abilities as well as establishing grade level SLC style environment, creating a wrap-around effect for students. Students are then monitored through team teaching, some are recipients of additional programs such as Raines Nation, CIS, and Full Service Schools.</p>	<p>5E1. Coaches, Guidance, APs</p>	<p>5E1. FAIR data, Benchmark Data</p>	<p>FAIR data, Benchmark data</p>		

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Reading Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>20% (86) of students will make satisfactory progress in reading.</i>							
	<i>10% (43) of students will make satisfactory progress in reading.</i>	<i>20% (86) of students will make satisfactory progress in reading.</i>					
		5E2. Low motivation for students due to lack of support from home.	5E2. Create opportunities for parental and community such as open house, parent night, a Parent Center on campus.	5E2. APs and Academic Coaches, Volunteers via Raines Nation and CIS	5E2. Attendance, FAIR data.	5E2. Attendance, FAIR data	
		5E.3. Students in foster care or other non-traditional family or living situations may have an effect on student motivation and absenteeism.	5E.3. Use Truancy Officer, CIS, APs, and student data chats to keep closer track of students' lives outside of school.	5E.3. Truancy Officer, Referral Program by teachers to CIS.	5E.3. Attendance numbers, enrollment numbers.	5E.3. Genesis Attendance reports.	

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning						
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 Rule 6A-1.099811
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Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Close Reading Tasks	9-12	School-based Academic Coaches, State-level Coaches	ELA/Reading/SS/ Science departments	Early Release (September-November)	Academic Coaches Monitoring Lesson Plans, Teacher monitoring of student data, AP monitoring of classroom activities.	Teachers, Academic Coaches, APs
Rigor across classroom tasks	9-12	School-based Academic Coaches, State-level Coaches	ELA/Reading/SS/ Science departments	Early Release/ Common Planning (Monthly throughout year)	Academic Coaches Monitoring Lesson Plans, Teacher monitoring of student data, AP monitoring of classroom activities.	Teachers, Academic Coaches, APs
Higher-Order Questioning Techniques	9-12	School-based Academic Coaches, State-level Coaches	ELA/Reading/SS/ Science departments	Early Release/ Common Planning (Monthly throughout year)	Academic Coaches Monitoring Lesson Plans, Teacher monitoring of student data, AP monitoring of classroom activities.	Teachers, Academic Coaches, APs

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Reading Budget (Insert rows as needed)

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Great Books Program	Shared Inquiry texts, Great Books basal text	n/a	n/a
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Mimio classroom technology	Mimio board transformer, clickers	DCPS	3,000
Subtotal: 3,000			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Full-Day Teacher Planning	Substitutes for classroom teachers	DCPS	\$10-12 @ 7 hours per person, per day
Subtotal:\$1,050- \$1,260			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: 4,260			

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1.1.	1.1.	1.1.	1.1.	1.1.	
CELLA Goal #1:	2012 Current Percent of Students Proficient in Listening/Speaking:					
<i>n/a</i>						
	<i>Enter numerical data for current level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in reading.	2.1.	2.1.	2.1.	2.1.	2.1.	

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CELLA Goal #2: n/a	<u>2012 Current Percent of Students Proficient in Reading:</u>					
	<i>Enter numerical data for current level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	2.1.	2.1.	2.1.	2.1.	2.1.	
<u>CELLA Goal #3:</u> <i>n/a</i>	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	<i>Enter numerical data for current level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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Florida Alternate Assessment High School Mathematics Goals

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

High School	Mathemat	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: <i>n/a</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>						
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>						
		1.2.	1.2.	1.2.	1.2.	1.2.		
		1.3.	1.3.	1.3.	1.3.	1.3.		

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

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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: <i>n/a</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.	4.1.	4.1.	4.1.	4.1.	4.1.		
Mathematics Goal #4: n/a	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3.	4.3.	4.3.	4.3.	4.3.	

End of Florida Alternate Assessment High School Mathematics Goals

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

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

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

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<p>1. Students scoring at Achievement Level 3 in Algebra 1.</p>	<p>1.1. Lack of Rigor in daily instruction.</p>	<p>1.1. Teachers will create equivalent experiences via performance tasks and assessments pulled from Algebra I EOC item specs, Florida Achieves, FCAT Explorer (Algebra I), Dana Center Performance Tasks to increase rigor.</p>	<p>1.1. Administration and Math Coach</p>	<p>1.1. Teachers will incorporate check points to measure mastery of the goal</p>	<p>1.1. Mini assessments via computer & paper pencil, district benchmarks, District LSA</p>		
<p>Algebra 1 Goal #1: 50% (54)</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>39% (60) ninth grade students achieved proficiency on the Mathematics portion of the 2011 Algebra I EOC</p>	<p>50% (107)</p>					

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		1.2. The large number of Level 1's and 2's	1.2. Teachers, Administrator and Math Coach will conduct data chats with students after assessments & District Benchmarks in order to educate students on areas of weakness and create identified interventions and remediation.	1.2. Administration, Math Coach, and Math Teachers	1.2. Teachers, Math Administrator and Math Coach will document data chats in student portfolios and meet to discuss student progress on the tested benchmarks.	1.2. Benchmarks, mini assessments, performance tasks and student data chat forms (content focus) filled out tracking student progress on tested benchmarks.	
		1.3. Students ability to think and write critically in math	1.3. Students will be required to justify their answers Applying SRE	1.3. Administration, Math Coach and Math Teachers	1.3. Teachers will require students to take notes utilizing the Cornell Note taking method and answer questions utilizing the SRE method	1.3. Students showing written documentation using SRE on assessments, class work, and benchmarks	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.</p>	<p>2.1. Students ability to be independent thinkers</p>	<p>2.1. Students will be required to read ahead regarding the upcoming chapter and take notes utilizing the Cornell Note format and answer specific questions utilizing SRE</p>	<p>2.1. Administration, Math Coach and Math Teachers</p>	<p>2.1. Students ability to create and solve high order thinking questions</p>	<p>2.1. Teacher administer an assessment regarding the concepts</p>		
<p><u>Algebra Goal #2:</u> 15% (</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					

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		2.2. Teachers comfort level with Common Core (mathematical practices)	2.2. Teachers and Math Coach will create lessons that incorporate the Common Core 8 mathematical practices	2.2. Administration and Math Coach	2.2. Administration will monitor lesson plans and teaching process	2.2. Administration will observe teacher lessons	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Algebra 1 Goal #3A:</u> <i>n/a</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.	3B.1. White:N/A Black: Hispanic:N/A Asian:N/A American Indian:N/A Students ability to think and write critically in math	3B.1. Students will be required to justify their answers Applying SRE	3B.1. Administration, Math Coach and Math Teachers	3B.1. Teachers will require students to take notes utilizing the Cornell Note taking method and answer questions utilizing the SRE method	3B.1. Students showing written documentation using SRE on assessments, class work, and benchmarks.		

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<p>Algebra 1 Goal #3B: 50% (54) of Black students will make satisfactory progress in Algebra I.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>Enter numerical data for current level of performance in this box. White: Black: 39% (60) Hispanic: Asian: American Indian:</p>	<p>Enter numerical data for expected level of performance in this box. White: Black: 50% (54) Hispanic: Asian: American Indian:</p>					
	<p>3B.2. Increase rigor 3B.3. The large number of Level 1's and 2's</p>	<p>3B.2. Teachers will create equivalent experiences via performance tasks and assessments pulled from Algebra I EOC item specs, Florida Achieves, FCAT Explorer (Algebra I), Dana Center Performance Tasks</p>	<p>3B.2. Administration and Math Coach</p>	<p>3B.2. Teachers will incorporate check points to measure mastery of the goal</p>	<p>3B.2. Mini assessments via computer & paper pencil ,district benchmarks, District LSA</p>	<p>3B.2. .Mini assessments via computer & paper pencil , district benchmarks, District LSA</p>	
		<p>3B.3. Teachers, Administrator and Math Coach will conduct data chats with students after assessments & District Benchmarks in order to educate students on areas of weakness and create identified interventions and remediation.</p>	<p>3B.3. Administration, Math Coach, and Math Teachers</p>	<p>3B.3. Teachers, Math Administrator and Math Coach will document data chats in student portfolios and meet to discuss student progress on the tested benchmarks.</p>	<p>3B.3. Benchmarks, mini assessments, performance tasks and student data chat forms (content focus) filled out tracking student progress on tested benchmarks.</p>	<p>3B.3.</p>	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.	3C.1. The large number of Level 1's and 2's	3C.1. Teachers, Administrator and Math Coach will conduct data chats with students after assessments & District Benchmarks in order to educate students on areas of weakness and create identified interventions and remediation.	3C.1. Administration, Math Coach, and Math Teachers	3C.1. Teachers, Math Administrator and Math Coach will document data chats in student portfolios and meet to discuss student progress on the tested benchmarks.	3C.1. Benchmarks, mini assessments, performance tasks and student data chat forms (content focus) filled out tracking student progress on tested benchmarks.		
<u>Algebra 1 Goal #3C:</u> <i>n/a</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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	<p>3C.2. Inability of students to link vocabulary to concepts</p> <p>3C.3. Students ability to think and write critically in math</p>	<p>3C.2. The Teachers will create retrieval charts that allow students to take organized notes, link vocabulary and concepts to problems</p>	<p>3C.2. Administration and Math Coach</p>	<p>3C.2. Teachers will require students to take notes on the retrieval charts and utilize the retrieval charts to complete class and homework assignments</p>	<p>3C.2. The Mini assessments, class work and benchmarks</p>	3C.2.	
		<p>3C.3. Students will be required to justify their answers Applying SRE</p>	<p>3C.3. Administration, Math Coach and Math Teachers</p>	<p>3C.3. Teachers will require students to take notes utilizing the Cornell Note taking method and answer questions utilizing the SRE method</p>	<p>3C.3. Students showing written documentation using SRE on assessments, class work, and benchmarks.</p>	3C.3.	
<p>Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:</p>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.</p>	<p>3D.1. The large number of Level 1's and 2's</p>	<p>3C.1. Teachers, Administrator and Math Coach will conduct data chats with students after assessments & District Benchmarks in order to educate students on areas of weakness and create identified interventions and remediation.</p>	<p>3C.1. Administration, Math Coach, and Math Teachers</p>	<p>3C.1. Teachers, Math Administrator and Math Coach will document data chats in student portfolios and meet to discuss student progress on the tested benchmarks.</p>	<p>3C.1. Benchmarks, mini assessments, performance tasks and student data chat forms (content focus) filled out tracking student progress on tested benchmarks.</p>		
<p><u>Algebra 1 Goal #3D:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		<p>3D.2. Inability of students to link vocabulary to concepts</p>	<p>3D.2. The Teachers will create retrieval charts that allow students to take organized notes, link vocabulary and concepts to problems</p>	<p>3D.2. Administration and Math Coach</p>	<p>3D.2. Teachers will require students to take notes on the retrieval charts and utilize the retrieval charts to complete class and homework assignments</p>	<p>3D.2. The Mini assessments, class work and benchmarks</p>	

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		3D.3. Test Anxiety	3D.3. The Utilize test taking strategies in class assignments and assessments	3D.3. Administration, Math Coach and Math Teachers	3D.3. The utilization of the Desensi assessment checklist to monitor students test taking strategies during assessments	3D.3. The Desensi assessment form documents student behaviors during assessments	
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.	3E.1. The large number of Level 1's and 2's	3E.1. Teachers, Administrator and Math Coach will conduct data chats with students after assessments & District Benchmarks in order to educate students on areas of weakness and create identified interventions and remediation.	3E.1. Administration, Math Coach, and Math Teachers	3E.1. Teachers, Math Administrator and Math Coach will document data chats in student portfolios and meet to discuss student progress on the tested benchmarks.	3E.1. Benchmarks, mini assessments, performance tasks and student data chat forms (content focus) filled out tracking student progress on tested benchmarks.		
<u>Algebra 1 Goal #3E:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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		3E.2. Students ability to think and write critically in math	3E.2. Students will be required to justify their answers Applying SRE	3E.2. Administration, Math Coach and Math Teachers	3E.2. Teachers will require students to take notes utilizing the Cornell Note taking method and answer questions utilizing the SRE method	3E.2. Students showing written documentation using SRE on assessments, class work, and benchmarks.	
		3E.3. Inability of students to link vocabulary to concepts	3E.3. The Teachers will create retrieval charts that allow students to take organized notes, link vocabulary and concepts to problems	3E.3. Administration and Math Coach	3E.3. Teachers will require students to take notes on the retrieval charts and utilize the retrieval charts to complete class and homework assignments	3E.3. The Mini assessments, class work and benchmarks	

End of Algebra 1 EOC Goals

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

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

Geometry EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Geometry.	1.1. Lack of rigor	1.1. Teachers will create equivalent experiences via performance tasks and assessments pulled from Geometry EOC item specs, Florida Achieves, FCAT Explorer (Geometry), Dana Center Performance Tasks	1.1. Administration and Math Coach	1.1. Teachers will incorporate check points to measure mastery of the goal	1.1. Mini assessments via computer & paper pencil, district benchmarks, District LSA		

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Geometry Goal #1: 50% (54)	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	n/a	50% (54)					
		1.2. Students ability to think and write critically in math	1.2. Students will be required to justify their answers Applying SRE	1.2. Administration, Math Coach and Math Teachers	1.2. Teachers will require students to take notes utilizing the Cornell Note taking method and answer questions utilizing the SRE method	1.2. Students showing written documentation using SRE on assessments, class work, and benchmarks.	
		1.3. Teachers ability to implement the CRA (concrete, representational and abstract) model into their lessons	1.3. Teachers will create lessons that incorporate students utilizing manipulatives, drawing representations and showing multiple ways to solve problems	1.3. Administration and Math Coach	1.3. Classroom Observation, Teacher Lesson Plans, Student Mastery on Mini-Assessments	1.3. Mini assessments via computer & paper pencil, district benchmarks, District LSA	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</p>	<p>2.1. Students' ability to be independent thinkers</p>	<p>2.1. Students will be required to read ahead regarding the upcoming chapter and take notes utilizing the Cornell Note format and answer specific questions utilizing SRE</p>	<p>2.1. Administration, Math Coach and Math Teachers</p>	<p>2.1 Students ability to create and solve high order thinking questions</p>	<p>2.1. Teacher administer an assessment regarding the concepts</p>		
<p><u>Geometry Goal #2:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		<p>2.2. Teachers comfort level with Common Core (mathematical practices)</p>	<p>2.2. Teachers and Math Coach will create lessons that incorporate the Common Core 8 mathematical practices</p>	<p>2.2. Administration and Math Coach</p>	<p>2.2. Administration will monitor lesson plans and teaching process</p>	<p>2.2. Administration will observe teacher lessons</p>	
		<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	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> n/a							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.	3B.1. White:N/A Black: Hispanic:N/A Asian:N/A American Indian:N/A Students ability to think and write critically in math	3B.1. Students will be required to justify their answers Applying SRE	3B.1. Administration, Math Coach and Math Teachers	3B.1. Teachers will require students to take notes utilizing the Cornell Note taking method and answer questions utilizing the SRE method	3B.1. Students showing written documentation using SRE on assessments, class work, and benchmarks.		

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Geometry Goal #3B: 50% (54)	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	Enter numerical data for expected level of performance in this box. White: Black: 50% (54) Hispanic: Asian: American Indian:					
		3B.2. Increase rigor	3B.2. Teachers will create equivalent experiences via performance tasks and assessments pulled from Algebra I EOC item specs, Florida Achieves, FCAT Explorer	3B.2. Administration and Math Coach	3B.2. Teachers will incorporate check points to measure mastery of the goal	3B.2. Mini assessments via computer & paper pencil ,district benchmarks, District LSA	
		3B.3. The large number of Level 1's and 2's	3B.3. Teachers, Administrator and Math Coach will conduct data chats with students after assessments & District Benchmarks in order to educate students on areas of weakness and create identified interventions and remediation.	3B.3. Administration, Math Coach, and Math Teachers	3B.3. Teachers, Math Administrator and Math Coach will document data chats in student portfolios and meet to discuss student progress on the tested benchmarks.	3B.3. Benchmarks, mini assessments, performance tasks and student data chat forms (content focus) filled out tracking student progress on tested benchmarks.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.	3C.1. The large number of Level 1's and 2's	3C.1. Teachers, Administrator and Math Coach will conduct data chats with students after assessments & District Benchmarks in order to educate students on areas of weakness and create identified interventions and remediation.	3C.1. Administration, Math Coach, and Math Teachers	3C.1. Teachers, Math Administrator and Math Coach will document data chats in student portfolios and meet to discuss student progress on the tested benchmarks.	3C.1. Benchmarks, mini assessments, performance tasks and student data chat forms (content focus) filled out tracking student progress on tested benchmarks.		
<u>Geometry Goal #3C:</u> <i>n/a</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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		3C.2. Inability of students to link vocabulary to concepts	3C.2. The Teachers will create retrieval charts that allow students to take organized notes, link vocabulary and concepts to problems	3C.2. Administration and Math Coach	3C.2. Teachers will require students to take notes on the retrieval charts and utilize the retrieval charts to complete class and homework assignments	3C.2.The Mini assessments, class work and benchmarks	
		3C.3. Students ability to think and write critically in math	3C.3. Students will be required to justify their answers Applying SRE	3C.3. Administration, Math Coach and Math Teachers	3C.3. Teachers will require students to take notes utilizing the Cornell Note taking method and answer questions utilizing the SRE method	3C.3.Students showing written documentation using SRE on assessments, class work, and benchmarks.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.</p>	<p>3D.1. The large number of Level 1's and 2's</p>	<p>3D.1. Teachers, Administrator and Math Coach will conduct data chats with students after assessments & District Benchmarks in order to educate students on areas of weakness and create identified interventions and remediation.</p>	<p>3D.1. Administration, Math Coach, and Math Teachers</p>	<p>3D.1. Teachers, Math Administrator and Math Coach will document data chats in student portfolios and meet to discuss student progress on the tested benchmarks.</p>	<p>3D.1. Benchmarks, mini assessments, performance tasks and student data chat forms (content focus) filled out tracking student progress on tested benchmarks.</p>		
<p><u>Geometry Goal #3D:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		<p>3D.2. Inability of students to link vocabulary to concepts</p>	<p>3D.2. The Teachers will create retrieval charts that allow students to take organized notes, link vocabulary and concepts to problems</p>	<p>3D.2. Administration and Math Coach</p>	<p>3D.2. Teachers will require students to take notes on the retrieval charts and utilize the retrieval charts to complete class and homework assignments</p>	<p>3D.2. The Mini assessments, class work and benchmarks</p>	

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		3D.3. Students ability to think and write critically in math	3D.3. Students will be required to justify their answers Applying SRE	3D.3. Administration, Math Coach and Math Teachers	3D.3. Teachers will require students to take notes utilizing the Cornell Note taking method and answer questions utilizing the SRE method	3D.3. Students showing written documentation using SRE on assessments, class work, and benchmarks.	
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1. The large number of Level 1's and 2's	3E.1. Teachers, Administrator and Math Coach will conduct data chats with students after assessments & District Benchmarks in order to educate students on areas of weakness and create identified interventions and remediation.	3E.1. Administration, Math Coach, and Math Teachers	3E.1. Teachers, Math Administrator and Math Coach will document data chats in student portfolios and meet to discuss student progress on the tested benchmarks.	3E.1. Benchmarks, mini assessments, performance tasks and student data chat forms (content focus) filled out tracking student progress on tested benchmarks.		
<u>Geometry Goal #3E:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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		3E.2. Students ability to think and write critically in math	3E.2. Students will be required to justify their answers Applying SRE	3E.2. Administration, Math Coach and Math Teachers	3E.2. Teachers will require students to take notes utilizing the Cornell Note taking method and answer questions utilizing the SRE method	3E.2. Students showing written documentation using SRE on assessments, class work, and benchmarks.	
		3E.3. . Inability of students to link vocabulary to concepts	3E.3. The Teachers will create retrieval charts that allow students to take organized notes, link vocabulary and concepts to problems	3E.3. Administration and Math Coach	3E.3 Teachers will require students to take notes on the retrieval charts and utilize the retrieval charts to complete class and homework assignments	3E.3. The Mini assessments, class work and benchmarks	

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
Building Student Work Attend/Acquire, Translating Work, Meaningful Work, Equivalent Experience	Mathematics 9-12	Math Coach	Mathematics Teachers PLC	On Going	Lesson Planning with Math Coach and Classroom Observations	Principal, Math Administrator, Math Coach
SRE Statement/Reason/Evidence	Mathematics 9-12	Math Coach	Mathematics PLC	On Going	Math Coach will plan lessons with teachers including SRE and the Math Administrator will conduct classroom observations	John Taylor

June 2012

Rule 6A-1.099811

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CRE Model Concrete, Representational, Abstract	Mathematics 9-12	Math Coach	Mathematics Teachers PLC and SIG Saturdays	On Going	Lesson Planning with Math Coach and Classroom Observations	Principal, Math Administrator, Math Coach
Agile Mind	Mathematics 9-12	Math Coach Agile Mind Representative	Mathematics Teachers PLC	On Going	Lesson Planning with Math Coach and Classroom Observations	Principal, Math Administrator, Math Coach
Unpacking Benchmarks	Mathematics 9-12	Math Coach	Mathematics PLC	On Going	Lesson Planning	Principal, Math Administrator, Math Coach
Math Work Shop Model	Mathematics 9-12	Math Coach	Mathematics PLC	On Going	Lesson Planning	Principal, Math Administrator, Math Coach

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Hands On Learning Activities	Mimio	District	\$8,000
Interactive Lessons with Students	Document Cameras	District	\$5,000
Subtotal: \$13,000			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
All Day Planning	Lesson Planning	William Marion Raines High School	\$5,000
Subtotal: \$5,000			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$18,000			

End of Mathematics Goals

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Florida Alternate Assessment High School Science Goals

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

High School Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Science Goal #1:</u> <i>n/a</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. 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: <i>n/a</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Florida Alternate Assessment High School Science Goals

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

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

Biology 1 EOC Goals	Problem-Solving Process to Increase Student Achievement						

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p>1. Students scoring at Achievement Level 3 in Biology 1.</p>	<p>1.1. Reading Comprehension of 9th and 10th grade students scoring level 1 on the “2011-2012” FCAT Reading 2.0.</p>	<p>1.1. Incorporate reading common core standards, reading strategies (QAR, Annotating the Text, Making Connections, etc), and WICOR into the Biology content for all Biology students. Utilize the FCIM & Building Student Work models, Vocabulary Acquisition, and FAIR data. The science coach and biology teachers will</p>	<p>1.1. Principal, Assistant Principal, and Science Coach</p>	<p>1.1. Effective monitoring by the administrator during instructional process, research, and the Instructional Focus lesson.</p>	<p>1.1. Demonstrated mastery of content during internal and external assessments.</p>		
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		analyze data and discuss data from mini-assessments, 2WAS, LSAs, and interim benchmarks.					
Biology 1 Goal #1: To utilize reading strategies, vocabulary acquisition, real-world applications, in order to establish mastery on the Biology EOC while working towards reading and writing proficiencies on FCAT 2.0. 53% (127)	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u> <u>e:*</u>	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance</u> <u>e:*</u>					

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	48% (110)	<i>Enter numerical data for expected level of performance in this box. 53% (127)</i>					
		1.2. Fidelity of using data to drive the instructional process.	1.2. Teachers will have ongoing Professional Development on the following: Using data to drive the instructional process and Differentiated Instruction. Teachers will use SRE (statement, reason, and evidence) with the instructional focus lesson. Teachers will conference with students regarding data using the "Student Profile" sheet and have data chats with colleagues during PLC. All students will be required to revise work to 85%.	1.2. Principal, Assistant Principal, and Science Coach	1.2. Effective monitoring of: lesson plans (reflection of how data is being used and Differentiated Instruction) and documentation from data chats.	1.2. Demonstrated mastery of content as measured by internal and external assessments.	

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		1.3. Novice teachers needing coaching in the following: developing effective 5Es lesson plans, Cognitive Complexity, Higher Order Questioning, and Common Assessments.	1.3. The science coach will facilitate and participate in common planning with Biology teachers and provide ongoing support to Biology teachers on the following: creating effective lessons using the 5Es instructional delivery model; Utilizing Webb’s Depth of Knowledge and Test Item Specifications to design assessments, activities, and questions, which are aligned with the cognitive complexity of the benchmarks listed in the Biology EOC-test item specifications.	1.3. Principal, Assistant Principal, and Science Coach	1.3. Effective monitoring of lesson plans, classroom visits, and data from 2WAs, LSA, mini-assessments, and interim benchmarks.	1.3. Demonstrated mastery of content as measured by internal and external assessments.	
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.</p>	<p>2.1. Students failing to become independent thinkers.</p>	<p>2.1. Teachers will be provided professional development on Gradual Release and Building Student Work. During enrichment activities, students will be required to work independently on critical thinking and problem solving activities. All Biology students will be required to complete a</p>	<p>2.1. Principal, Assistant Principal, and Science Coach</p>	<p>2.1. Effective monitoring of lesson plans, classroom visits, and data from 2WAs, LSA, mini-assessments, and interim benchmarks.</p>	<p>2.1. Demonstrated mastery of content as measured by internal and external assessments</p>		
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		science fair project.					
Biology 1 Goal #2:	<u>2012</u>	<u>2013</u>					
To utilize reading strategies, vocabulary acquisition, real-world applications, in order to establish mastery on the Biology EOC while working towards reading and writing proficiencies on FCAT 2.0.	<u>Current Level of Performance</u>	<u>Expected Level of Performance</u>					
	e:*	e:*					
		<i>Enter numerical data for expected level of performance in this box.</i>					

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		2.2. Teachers failing to communicate to students how benchmark s are tested and failing to clear up misconceptions.	2.2. Teachers will be required during common planning to discuss misconceptions that students may have regarding content. Also, teachers will use test item specifications to unpack benchmarks and create effective lessons.	2.2. Principal, Assistant Principal, and Science Coach	2.2. Effective monitoring of lesson plans, classroom visits, and data from 2WAs, LSA, mini-assessments, and interim benchmarks.	2.2. Demonstrated mastery of content as measured by internal and external assessments	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Biology I EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/ Monitoring	Person or Position Responsible for Monitoring
Data Analysis and Assessment for Learning with Implementation of the "Test Readiness Document"	9-12	Science Coach	All science teachers during PLC and/ or early release	PLC and/ or early release	Documentation from Agendas and Lesson Plans Implementation in the classroom	Principal, Assistant Principal, and Science Coach
Effective Implementation of the Instructional Focus Lesson, Using SRE	9-12	Science Coach	All science teachers during PLC and/ or early release	PLC and/ or early release	Documentation from Agendas and Lesson Plans Implementation in the classroom	Principal, Assistant Principal, and Science Coach
5Es Lesson Development with Gradual release, Higher Order Questioning and Cognitive Complexity.	9-12	Science Coach	All science teachers during PLC and/ or early release	PLC and/ or early release	Documentation from Agendas and Lesson Plans Implementation in the classroom	Principal, Assistant Principal, and Science Coach

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Inquiry-Based Lessons in Science with Embedded Reading and Writing Strategies in Science	9-12	Science Coach	All science teachers during PLC and/ or early release	PLC and/ or early release	Documentation from Agendas and Lesson Plans Implementation in the classroom	Principal, Assistant Principal, and Science Coach
Building Student Work (Attend, Acquire & Practice; Translating Work; Meaningful Work; Equivalent Experience	9-12	Science Coach	All science teachers during PLC and/ or early release	PLC and/ or early release	Documentation from Agendas and Lesson Plans Implementation in the classroom Teachers will document components from "Building Student Work" in their lesson plans	Principal, Assistant Principal, and Science Coach
Lesson Study	9-12	Science Coach	All science teachers during PLC and/ or early release	PLC and/ or early release	Documentation from Agendas and Lesson Plans Implementation in the classroom Discuss student data from Lesson Study	Principal, Assistant Principal, and Science Coach
AVID and WICOR	9-12	Science Coach	All science teachers during PLC and/ or early release	PLC and/ or early release	Documentation from Agendas and Lesson Plans Implementation in the classroom	

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

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Inquiry (Real-life applications)	Supplies to support effective exploratory investigations		\$15,000.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Instructional Delivery (Real-life applications)	LCD Projects, DOC-Cameras, Mimios, and Clickers		\$15,000.00
Subtotal: \$15,000			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
All Day Planning-Biology Teachers	Substitute Teachers	DCPS	\$1050- \$1500
Subtotal: \$1500			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$31,500			

End of Science Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1. Updates to the FCAT Writes 2.0 in scoring, and instructional implications (specifically in conventions and elaboration), due to students not having matching instruction in years prior to last year.	1A.1. Continued focus on conventions via ELA classes, writing across the curriculum to support student elaboration in writing, using SRE format.	1A.1. Academic Coach, Assistant Principal, Classroom Teachers for Grade 10 ELA.	1A.1. District Timed Writes Assessments, PLC Common Scoring Times, Common Planning based on student need in writing in ELA.	1A.1.FCAT Writes 2.0 Rubric, Calibrated Scoring by highly trained ELA Teachers (training via Academic Coach and State Reading Coordinator), 4D Writing Feedback Tool.		
Writing Goal #1A: 90% (284) of students tested will score at level 3 or higher. 85% (247) of students tested will score at level 4 or higher.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	87% (171) of students scored at level 3 or higher.	85% (247) of students will score at least 4 or higher.					
		IA.2. Lack of background knowledge and/or ability to draw upon personal experience to elaborate on topics in sufficient detail.	IA.2. Increase student reading of nonfiction materials with a writer's focus in ELA classes, Cross-Curricular Writing Plan, Use of Prewriting and Brainstorming activities.	IA.2. Common Planning with Academic Coach, Administrator, and ELA Grade 10 Teachers.	IA.2. District Timed Writes, 4D Writing Assessment Tool, Common Scoring using FCAT 2.0 Writing Rubric.	IA.2. FCAT Writes 2.0 Rubric, Calibrated scoring by highly trained ELA teachers, SD Writing Feedback Tool	
		IA.3. Insufficient background knowledge in the area of written conventions, due to limited instructional focus in years prior.	IA.3. Increase time on task with conventions in ELA courses, student revision of writing, teach the 6-point FCAT Writes 2.0 rubric to all students, revise all drafts to the level of a "6", Use of second block enrichment time, Saturday School, and push-in/pull out programs to assist with additional conventions needs.	IA.3. ELA 10 teachers, Saturday School teachers, Enrichment Block teachers, Academic Coach	IA.3. District Timed Writes, 4D Writing Assessment Tool, Common Scoring using FCAT 2.0 Writing Rubric.	IA.3. FCAT Writes 2.0 Rubric, Calibrated scoring by highly trained ELA teachers, SD Writing Feedback Tool	
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Writing Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
n/a							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCAT Writes Rubric Scoring Calibration	9-10/ELA	Academic Coach, State RRC	ELA department	Monthly during PLC, training dates set by county.	Classroom data chats, teacher self reporting, classroom observations.	Teacher, Academic Coach, Assistant Principal
Content Area Writing Using the 2- and 4-point rubric	9-10/All	Academic Coach	9-10 all departments	Early Release, PLC updates	Classroom data chats, teacher self reporting, classroom observations.	Teacher, Academic Coach, Assistant Principal
3-D Writing Revision	9-12/ELA	Academic Coach, State RRC	ELA department	PLC for training and updates	Classroom data chats, teacher self reporting, classroom observations.	Teacher, Academic Coach, Assistant Principal

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
FCAT Writes Rubric Training	District Personnel	DCPS	\$100/ day per substitute
Common Planning Day	Teachers, Coaches	DCPS	\$100/ day per substitute

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Subtotal: \$1050-1260			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Writing Revision using student work	Document Cameras, Laptops, LCD Projectors	N/A- already on hand	N/A- already on hand
Subtotal: \$0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
FCAT Writes Rubric Training	District Personnel	DCPS	\$100/ day per substitute
3D Revision Training	State and District Personnel	DCPS, FLDOE	N/A
Subtotal: \$1050-1260			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$2520			

End of Writing Goals

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

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

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

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<p>1. Students scoring at Achievement Level 3 in U.S. History.</p>	<p>1.1. Rigorous assignments and assessments that meet the cognitive complexity of the standards are not universally provided to prepare students for success</p>	<p>1.1. Utilizing the EOC test item specifications and align the assessments, instructional strategies, higher order questioning, student learning activities and performance tasks to ensure students are performing at or above grade level, collaborate/plan within content and grade level teams, Lesson Study, FCIM/Focus lessons that will concentrate on the standards</p>	<p>1.1. Instructional Coach, Administrators, US History Teachers</p>	<p>1.1. Student data, portfolios, teacher/Academic Coach observation, Lesson Plans</p>	<p>1.1. Practice EOC Assessments, Benchmark, FCIM, Observation Forms with teacher feedback, Mini Assessments, Formal and informal assessments.</p>		
<p>U.S. History Goal #1: <i>Pending</i></p>	<p><u>2012 Current Level of Performance.*</u></p>	<p><u>2013 Expected Level of Performance.*</u></p>					
	<p><i>n/a</i></p>	<p><i>pending</i></p>					
		<p>1.2. Lack of knowledge for new teachers in the content area</p>	<p>1.2. Professional Development Courses, Modeling by School, District, and State Coaches</p>	<p>1.2. PDF, Principal, School and District Level Coaches, US History teachers</p>	<p>1.2. Focus Walks, Formal and Informal Observations</p>	<p>1.2. Monitoring tools used by Leadership Admin team</p>	

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		1.3. Lack of student motivation, engagement, and knowledge of the new test.	1.3. Increase research-based engagement activities, Increase use of high interest and culturally aligned materials, increase student awareness and responsibility via goal setting, conferencing, data chats, portfolios, and incentives / celebrations.	1.3. Instructional Coach and Teachers	1.3. Observations, Mini-Assessments	1.3. Focus Walks and Student Portfolios	
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. Rigorous assignments and assessments that meet the cognitive complexity of the standards are not universally provided to prepare students for success.	2.1. Utilizing the EOC test item specs and aligning the assessments, instructional strategies, higher order questioning, student learning activities and performance tasks to ensure students are performing at or above grade level. Collaborate and plan within content and grade level teams. Lesson Study. FCIM/ Focus lessons that will concentrate on the standards.	2.1. Instructional Coach and Administrators	2.1. Student Data, Portfolios, Observation, Lesson Plans.	2.1. Practice EOC assessments, Benchmark, FCIM/Focus lesson assessments, Observation forms with teacher feedback.		

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U.S. History Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2. Lack of dedicated time and focused instruction on EOC-tested benchmarks for enrichment	2.2. VVT Period (2 nd block enrichment), Collaborate/plan with content area teachers	2.2. Instructional Coach, Administrators	2.2. Student Portfolios, Student Assessments, Progress Monitoring, Pre-Post Test	2.2. Students data tracking sheets, Administrator focus walks.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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U.S. History Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction Strategies	US History	Academic Coaches	US History Teachers	June 2013	Observation, Lesson Plans, Continued teacher collaboration/ PLC	Coaches and Administrators
Motivation/ Engagement Strategies	US History	Academic Coaches	US History Teachers	Early Return, Pre-planning, June 2013	Observations, Lesson Plans, Continued teacher collaboration/ PLC	Coaches and Admin
Rigor	US History	Coaches	US History Teachers	June 2013	Observations, Lesson Plans, Continued teacher collaboration/ PLC	Coaches and Admin

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

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Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Utilizing LCD Projectors as an engaging tool	LCD Projectors	DCPS, Private Sources	\$3,000
Subtotal: \$3,000			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:\$3,000			

End of U.S. History Goals

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Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>1. Attendance</p>	<p>1.1. Transportation to school can be difficult as our students who live within the 2-mile radius and must find their own ride to school</p>	<p>1.1. Host a Parent Night once per nine weeks where we address the importance of daily attendance with our parents. Address the importance of daily attendance through the Raines Newsletter. Create a list of students who are chronically absent or late to school, for follow up by full-time Truancy Officer. Use Parent Link to</p>	<p>1.1. Truancy Officer; Assistant Principals; Principal; Leadership Team</p>	<p>1.1. Weekly monitoring of attendance by all stakeholders</p>	<p>1.1. Weekly attendance tracking</p>		
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		follow up on Attendance Issues in addition to Truancy Officer.					
Attendance Goal #1: Reduce the Number of Chronically Absent Students (10 or more days absent) by 5% (30)	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	<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>					
	11.9% (118)	7.9% (88)					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					

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		<p>1.2. Our students tend to be part of a family environment that requires them to help with younger siblings which can interfere with daily attendance</p>	<p>1.2. Host a Parent Night once per nine weeks (link to a sporting event, perhaps) where we address the importance of daily attendance with our parents. Address the importance of daily attendance through the Raines Newsletter. Create a list of students who are chronically absent or late to school for follow up by full-time Truancy Officer.</p>	<p>1.2. Truancy Officer; Assistant Principals; Principal; Leadership Team</p>	<p>1.2. Weekly monitoring of attendance by all stakeholders</p>	<p>1.2. Weekly attendance tracking</p>	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.							
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
	Rtl Referral System, building relationships, Truancy Officer utilization.	9-12	APs, Truancy Staff, Rtl team.	school-wide	Pre-planning, Early release times, and/or teacher planning days	Monitoring to be performed by Truancy staff with support from APC.	Truancy staff, APC.

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
Full-Time Truancy Officer	Personnel	DCPS	TBD
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

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Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Whole Staff Trainings on Attendance Referrals	N/A	N/A	N/A
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>1. Suspension</p>	<p>1.1. Large number of class 2 offenses committed by students.</p>	<p>1.1. Address student behavior through grade-level assemblies</p> <p>ATOSS is used as an alternative to suspension</p> <p>Assistant Principals and Principal are visible in classes on a regular basis</p> <p>Security is posted strategically throughout the building</p>	<p>1.1. Principal; Assistant Principals; Leadership Team; Security Team; Teachers</p>	<p>1.1. Monitoring of students who are chronic offenders; monitoring the referrals written by teachers for alternate in-class management strategies; classroom walk-through forms used by administration</p>	<p>1.1. Referrals written by teachers</p>		
<p><u>Suspension Goal #1:</u> Reduce number of students in In-School Suspension by ____ Reduce number of students given out of school suspension by ____</p>	<p><u>2012 Total Number of In-School Suspensions</u></p>	<p><u>2013 Expected Number of In-School Suspensions</u></p>					
	<p>13.7% (86 ISS)</p>						

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	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	6.7% (66 students)	<i>Enter numerical data for expected number of students suspended in-school</i>					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	4.6% (29 OSS)	<i>Enter numerical data for expected number of students suspended out-of-school</i>					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	2.9% (29 students)	<i>Enter numerical data for expected number of students suspended out-of-school</i>					
		1.2. Use of Out of School Suspensions in lieu of ATOSS	1.2. Encourage use of ATOSS by all administrators	1.2. .1. Principal; Assistant Principals; Leadership Team; Security Team	1.2. . Monitoring of students who are chronic offenders; monitoring the referrals written by teachers for alternate in-class management strategies; classroom walk-through forms used by administration	1.2. Referrals written by teachers	
		1.3. CHAMPS not used effectively school-wide	1.3. CHAMPS Professional Development training during preplanning, follow up training for all teachers throughout the year.	1.3. Administrators, Security Team, Teachers	1.3. Classroom Walk-through forms used by administrators.	1.3. Referrals and Classroom Walk Through Forms.	

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Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>1. Suspension</p>	<p>1.1. Large number of class 2 offenses committed by students.</p>	<p>1.1. Address student behavior through grade-level assemblies</p> <p>ATOSS is used as an alternative to suspension</p> <p>Assistant Principals and Principal are visible in classes on a regular basis</p> <p>Security is posted strategically throughout the building</p>	<p>1.1. Principal; Assistant Principals; Leadership Team; Security Team; Teachers</p>	<p>1.1. Monitoring of students who are chronic offenders; monitoring the referrals written by teachers for alternate in-class management strategies; classroom walk-through forms used by administration</p>	<p>1.1. Referrals written by teachers</p>		
<p><u>Suspension Goal #1:</u> To reduce the number of students suspended from class, either via In-School or Out of School Suspension.</p>	<p><u>2012 Total Number of In-School Suspensions</u></p>	<p><u>2013 Expected Number of In-School Suspensions</u></p>					
	<p><i>Enter numerical data for current number of in-school suspensions</i></p>	<p><i>Enter numerical data for expected number of in-school suspensions</i></p>					
	<p><u>2012 Total Number of Students Suspended In-School</u></p>	<p><u>2013 Expected Number of Students Suspended In-School</u></p>					

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	<i>Enter numerical data for current number of students suspended in-school</i>	<i>Enter numerical data for expected number of students suspended in-school</i>					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	<i>Enter numerical data for current number of students suspended out-of-school</i>	<i>Enter numerical data for expected number of students suspended out-of-school</i>					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
	<i>Enter numerical data for current number of students suspended out-of-school</i>	<i>Enter numerical data for expected number of students suspended out-of-school</i>					
		1.2. Use of Out of School Suspensions in lieu of ATOSS	1.2. Encourage use of ATOSS by all administrators	1.2. .1. Principal; Assistant Principals; Leadership Team; Security Team	1.2. . Monitoring of students who are chronic offenders; monitoring the referrals written by teachers for alternate in-class management strategies; classroom walk-through forms used by administration	1.2. Referrals written by teachers	
		1.3. CHAMPS not used effectively school-wide	1.3. CHAMPS Professional Development training during preplanning, follow up training for all teachers throughout the year.	1.3. Administrators, Security Team, Teachers	1.3. Classroom Walk-through forms used by administrators.	1.3. Referrals and Classroom Walk Through Forms.	

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CHAMPS Classroom Management Training	9-12/All	Academic Coaches and Administrators	School-Wide	Preplanning, follow up throughout year.	Classroom walk-through forms, coaching model, teacher referral rates.	Assistant Principals.

Suspension Budget (Insert rows as needed)

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

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

End of Suspension Goals

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Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Dropout Prevention	1.1. Large number of seniors and juniors who are missing credits or needing to redo credits required for graduation	1.1. Utilize the ALC program after school; Florida Virtual School; and Saturday Academy	1.1. Guidance dept; Assistant Principals; Principal; Academic Coaches	1.1. Monitor the progress of course completion on the computers	1.1. Completion of course work		
<u>Dropout Prevention Goal #1:</u> Reduce the Student Dropout Rate by	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					

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	<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for expected dropout rate in this box.</i>					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>					
		1.2. Seniors who have not met FCAT reading and/or math requirement.	1.2. Use of ACT preparation materials in Senior-level Academic Literacy and English 4.	1.2. Academic Literacy Teachers, ELA 4 Teachers, Academic Coaches, AP.	1.2. ACT scores, ACT test prep assessments utilized on Benchmark Testing days, Teacher- and District-Created ACT preparation assessments	1.2. ACT test prep assessments, Student ACT scores throughout the year.	
		1.3. Students who have not passed the PERT Assessment	Use of PERT prep materials (limited at best)	1.3. SLS Teachers, AL Teachers, Academic Coaches	1.3. PERT practice test scores, PERT Scores, use of test prep software.	1.3. PERT practice test scores, PERT Scores	

Dropout Prevention Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or</p>							
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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
PERT Training	9-12 SLS/ Reading	Academic Coaches	PLC/Reading/ELA/SLS/Math	Early Release	Student work samples, portfolios, practice test scores.	Classroom teachers, academic coaches.
Ways to become post-secondary ready	Guidance, ELA, Reading	Guidance, State RRC	PLC/Reading/ELA/SLS/Math	Early Release throughout year	Student work samples, portfolios, guidance record of scores	Classroom teachers, guidance.

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Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Student Waivers for ACT/SAT	Waivers based on financial need	Federal	TBD.
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Dropout Prevention Goal(s)

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Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to “Guiding Questions,” identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>1. Parent Involvement</p>	<p>1.1. Parents lack transportation to school</p>	<p>1.1. Creation of the Parent Resource Center to facilitate "open-door policy" which will allow parents access to campus and resources at their convenience; Parent Nights on a quarterly basis; Saturday Parent Workshops will increase the times that the school is open to parent involvement.</p>	<p>1.1. Parent Liaison; Leadership Team</p>	<p>1.1. Monitor parent attendance sign-in sheets</p>	<p>1.1. Attendance sign-in sheets</p>		
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<u>Parent Involvement Goal #1:</u>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>							
		1.2. Our parents are working during the school day	1.2. Creation of the Parent Resource Center; Parent Nights on a quarterly basis; Saturday Parent Workshops	1.2. Parent Liaison; Leadership Team	1.2. Monitor parent attendance sign-in sheets	1.2. Attendance sign-in sheets	
		1.3. Parents are not involved with their students' academics	1.3. Use of progress reports sent out 3 times per nine weeks to encourage parental involvement.	1.3. Classroom teachers, administrative team	1.3. School-wide progress reports.	1.3. teacher Oncourse pages, progress reports.	

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC)						
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or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Parent-Classroom Communication	9-12	MINT, Academic Coaches	School-Wide	Early Release or Planning Day	Admin Check of grade portal.	Administrators, Classroom Teachers.

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Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p><u>STEM Goal #1:</u></p> <ol style="list-style-type: none"> 1. 50% (20-for P&E; 40-for IT) of Student retention in the Power and Energy Program and Information Technology Academy classes. 2. 50% (20-for P&E; 40-for IT) of enrollees will meet or exceed the state average for grade level performance on high school statewide assessments in reading, mathematics, and science. 3. At least 15%(15-For IT) of enrollees will be reported as earning an industry certification 	<p>1.1. Reading Comprehension: for 9th and 10th grade Students Must score at level 3 or higher on the FCAT Reading and Algebra 1 EOC examinations during the “2012-2013” school year.</p>	<p>1.1. Incorporate Reading common core standards, reading and math strategies (QAR, Making Connections, etc), 4-Column Method, Agile mind, SRE, and WICOR into the STEM Content. Utilize the FCIM model, Vocabulary Acquisition, and FAIR data.</p>	<p>1.1. APs; Academic Coaches and STEM Coordinator</p>	<p>1.1. Observations, formal and informal: by the administrators during instructional time, and Instructional Focus Lessons.</p>	<p>1.1. Demonstrate mastery of content during assessments.</p>

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	1.2. Fidelity of using data to drive the instructional process	1.2. Teachers will have on going Professional Development using data to drive the instruction and Differentiated instruction.	1.2. APs; Academic Coaches and STEM Coordinator	1.2. Effective monitoring of Lesson Plans with implementation of Differentiated Instruction and Documentation from data chats	1.2. Demonstrate mastery of content during assessments.
	1.3. Lack of Higher Order Questioning.	1.3. The teachers will use Webb’s Depth of Knowledge. STEM Coordinator will provide ongoing professional development and modeling in using Higher Order Questioning.	1.3. APs and STEM Coordinator	1.3. Effective monitoring of Lesson Plans and classroom interactions with the students	1.3. Demonstrate mastery of content during assessments.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Analysis	9-12	STEM Coordinator	PLC, STEM Departmental meetings	Weekly Meetings	Meeting one on one with teachers, classroom visits	Mr. Taylor/Mrs. Bush and STEM Coordinator

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Instructional Focus Lesson Planning and Delivery	9-12	STEM Coordinator	PLC, STEM Departmental meetings	Weekly Meetings	Meeting one on one with teachers, classroom visits	Mr. Taylor/Mrs. Bush and STEM Coordinator
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STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Teach Vocabulary Daily	Research-based vocabulary instruction focusing on Greek and Latin roots, prefixes, and suffixes.	DCPS	\$200
Subtotal: \$200			
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: \$200			

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: <i>See STEM Goals: our STEM and CTE programs are combined.</i>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

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CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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Additional Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Additional Goal	1.1. Families not having additional money to spend on backpacks	1.1. Post requirement on external boards beginning in summer 2012, send out Parent Link starting in August with requirement. Solicit funding for backpacks for all students in need. Providing clear backpacks to students in need.	1.1. Administration, classroom teachers	1.1. 100% compliance for classroom entry, ISSP Records.	1.1. ISSP Records		
<u>Additional Goal #1:</u> <i>Ensure student safety by having 100% of students use clear or mesh backpacks.</i>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					

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	<i>100 Compliance</i>	<i>100% Compliance</i>					
		1.2. Students not bringing backpacks to class.	1.2. Require backpack for classroom entry, or students go to ISSP	1.2. Classroom teachers, Administrators, ISSP.	1.2. 100% compliance for classroom entry, ISSP Records.	1.2. ISSP Records	
		1.3. Students losing backpacks or breaking them.	1.3. Require backpack for classroom entry, or students go to ISSP	1.3. Classroom teachers, Administrators, ISSP	1.3. 100% compliance for classroom entry, ISSP Records.	1.3. ISSP Records	

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
n/a						

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Clear backpacks for students in need	500 clear backpacks	???	???
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: \$4260
CELLA Budget	Total:
Mathematics Budget	Total: \$18,000
Science Budget	Total: \$32,600
Writing Budget	Total: \$1260
Civics Budget	Total:
U.S. History Budget	Total: \$3,000
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
STEM Budget	Total:
CTE Budget	Total:

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Additional Goals	
	Total:
	Grand Total: \$55,660

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

- Yes No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.

Describe the projected use of SAC funds.	Amount
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