

FLORIDA DEPARTMENT OF EDUCATION

Differentiated Accountability



School Improvement Plan (SIP)

Form SIP-1

Proposed for 2011-2012

2011-2012 School Improvement Plan (SIP)-Form SIP-1**2011 – 2012 SCHOOL IMPROVEMENT PLAN****PART I: SCHOOL INFORMATION**

School Name: Saint Cloud High School	District Name: Osceola
Principal: Virginia Costa	Superintendent: Terry Andrews
SAC Chair: Theresa Glasscock	Date of School Board Approval: 9/13/11

Student Achievement Data:

The following links will open in a separate browser window. Longitudinal data will be displayed in the print view of the SIP.

[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.)

[Adequate Yearly Progress \(AYP\) Trend Data](#) (Use this data to complete Sections 5A-5D of the reading and mathematics goals and Section 3A-3D of the writing goals.)

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

Highly Qualified Administrators

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

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 (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Virginia Costa	Master	0	4	SCHS – N/A Liberty HS – B
Assistant Principal	Michael Hague	Master	3	9	SCHS – B, C Horizon – A,B,B,A
Assistant Principal	Jeffrey Schwartz	Master	2	2	SCHS – B,C

2011-2012 School Improvement Plan (SIP)-Form SIP-1

Highly Qualified Instructional Coaches

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). 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 (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Reading	Brenda Harmon	Masters	38	9	B,C,D,D,D,C,C,C
Math, Science, SS, English	Lynne Plew	Masters	29	9	B,C,D,D,D,C,C,C

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Mentorship Program	Lynne Plew	6/8/2012	
2. Department Meetings that are data driven, best practices, collaboration	Department Chairperson, Terrie Drake – Testing Coordinator	6/8/2012	
3. Staff Development	Lynne Plew, Brenda Harmon	6/8/2012	
4. FL Teach- In and County Job Fairs	Virginia Costa, Jeff Schwartz	6/24/2011	

Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Theresa Pascual	Lang. Arts 6-12 ESE K-12	Reading	Reading Coach Brenda Harmon and LRS Lynne Plew – observations and mentoring - Reading Endorsement PD
Dayce Figueroa-Daily	Language Arts 6-12	Reading	Reading Coach Brenda Harmon and LRS Lynne Plew – observations and mentoring - Reading Endorsement PD
Narendra Parmar	ESOL 6-12	ESOL/Dev. Lang.	Reading Coach Brenda Harmon and LRS Lynne Plew –

2011-2012 School Improvement Plan (SIP)-Form SIP-1

			observations and mentoring - Reading Endorsement PD
--	--	--	---

Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

*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 Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
112	3% (4)	33% (37)	32% (36)	32 % (36)	49% (55)	97% (109)	4% (5)	4% (5)	55% (62)

Teacher Mentoring Program

Please describe the school’s teacher mentoring program 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
Michael Persuad	Ryan Chase	Same dept.	Induction Day 08/12/2011 Weekly meetings to assist with lesson planning, certification, technology, feedback, and portfolio assistance – teacher observations
Denise Pera, Steph Gorman	Sandra Henson	Same dept.	Induction Day 08/12/2011 Weekly meetings to assist with lesson planning, certification, technology, feedback, and portfolio assistance – teacher observations
Laura Simonelli	Debra Orlansky	Same dept.	Induction Day 08/12/2011 Weekly meetings to assist with lesson planning, certification, technology, feedback, and portfolio assistance – teacher observations

2011-2012 School Improvement Plan (SIP)-Form SIP-1

Denise Pera, Rachel Gramer	Hilary Serra	Same dept.	Induction Day 08/12/2011 Weekly meetings to assist with lesson planning, certification, technology, feedback, and portfolio assistance – teacher observations
Denise Pera, Laura Simonelli	Kelli Landi	Same dept.	Induction Day 08/12/2011 Weekly meetings to assist with lesson planning, certification, technology, feedback, and portfolio assistance – teacher observations
Tanya Reynolds	Narendra Parmar	Same dept.	Induction Day 08/12/2011 Weekly meetings to assist with lesson planning, certification, technology, feedback, and portfolio assistance – teacher observations
Jennifer Reyes, Nancy Camp	Tina Diaz	Same dept.	Induction Day 08/12/2011 Weekly meetings to assist with lesson planning, certification, technology, feedback, and portfolio assistance – teacher observations
Jennifer Reyes, Nancy Camp	Richard Brilliant	Same dept.	Induction Day 08/12/2011 Weekly meetings to assist with lesson planning, certification, technology, feedback, and portfolio assistance – teacher observations
Brenda Harmon	Theresa Pascual	Same dept.	Induction Day 08/12/2011 Weekly meetings to assist with lesson planning, certification, technology, feedback, and portfolio assistance – teacher observations
Anita Radebaugh, Brenda Morrison	Robert Dombo	Same dept.	Induction Day 08/12/2011 Weekly meetings to assist with lesson planning, certification, technology, feedback, and portfolio assistance – teacher observations
Anita Radebaugh	Claire Graham	Same dept.	Induction Day 08/12/2011 Weekly meetings to assist with lesson planning, certification, technology, feedback, and portfolio assistance – teacher observations
Steven Tillard, Michael Camp	Christopher Hardin	Same dept.	Induction Day 08/12/2011 Weekly meetings to assist with lesson planning, certification, technology,

2011-2012 School Improvement Plan (SIP)-Form SIP-1

			feedback, and portfolio assistance – teacher observations
Steven Tillard	Christine Jenkins	Same dept.	Induction Day 08/12/2011 Weekly meetings to assist with lesson planning, certification, technology, feedback, and portfolio assistance – teacher observations
Steven Tillard	Shannon LaTour	Same dept.	Induction Day 08/12/2011 Weekly meetings to assist with lesson planning, certification, technology, feedback, and portfolio assistance – teacher observations
Sheila Stone	Shane Muller	Same dept.	Induction Day 08/12/2011 Weekly meetings to assist with lesson planning, certification, technology, feedback, and portfolio assistance – teacher observations
Richard Keyser	Patrick Kinsella	Department Head	Induction Day 08/12/2011 Weekly meetings to assist with lesson planning, certification, technology, feedback, and portfolio assistance – teacher observations
Patty Hilla-Shoup, John Jenkins	Trisha Warrell	Same dept.	Induction Day 08/12/2011 Weekly meetings to assist with lesson planning, certification, technology, feedback, and portfolio assistance – teacher observations
Richard Keyser	Katie Napolitano	Department Head	Induction Day 08/12/2011 Weekly meetings to assist with lesson planning, certification, technology, feedback, and portfolio assistance – teacher observations
Jennifer Clarke	Deborah Hoffman	Same dept.	Induction Day 08/12/2011 Weekly meetings to assist with lesson planning, certification, technology, feedback, and portfolio assistance – teacher observations
George Garber, Denise Peeler	Kelly Aycock	CTE Department	Induction Day 08/12/2011 Weekly meetings to assist with lesson planning, certification, technology, feedback, and portfolio assistance – teacher observations

2011-2012 School Improvement Plan (SIP)-Form SIP-1

Brenda Morrison	Christian Feldt	Same dept. / Dept. Head	Induction Day 08/12/2011 Weekly meetings to assist with lesson planning, certification, technology, feedback, and portfolio assistance – teacher observations
Nancy Camp	Terea Jackson	Same dept. and CoreTeacher	Induction Day 08/12/2011 Weekly meetings to assist with lesson planning, certification, technology, feedback, and portfolio assistance – teacher observations
Brenda Harmon	Dayce Figueroa-Daily	Reading Coach	Induction Day 08/12/2011 Weekly meetings to assist with lesson planning, certification, technology, feedback, and portfolio assistance – teacher observations

Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Program
Head Start
Adult Education
Career and Technical Education
Job Training
Other

Response to Instruction/Intervention (RTI)

2011-2012 School Improvement Plan (SIP)-Form SIP-1

School-Based RTI Team

Identify the school-based RTI Leadership Team.

Jeffrey Schwartz, Assistant Principal
Jennifer Metts – Head RTI Counselor
Guidance counselors
Eve Carrington – School Psychologist
Terrie Drake – Testing Coordinator
Teachers

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

The RTI Leadership Team meets monthly and follows an agenda to ensure that all necessary items are addressed. Data from systems like FAIR, ODMS, and formative assessments are used to monitor progress and arrange services for students. Teachers are informed of the progress of students and given accommodations to utilize. Teachers complete Intervention Summary sheets for input on students.

Describe the role of the school-based RTI Leadership Team in the development and implementation of the school improvement plan. Describe how the RTI Problem-solving process is used in developing and implementing the SIP?

The RTI Team provides input regarding interventions, strategies, and support needed for students. The RTI Team uses the Self-Assessment of Problem Solving Implementation (SAPSI) to assess how effective the school has been in attaining RTI goals. The goals of RTI are problem identification, data analysis, implementation of intervention plan, and evaluation of the effectiveness.

RTI Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. TERMS, ODMS, (PMRN) FAIR, and Formatives are all used to collect data and assess progress. Math uses Intensive classes, I Can Learn, and Impact labs. Science uses Discovery Science and IMUST materials. Intensive Reading classes use Read 180 .

Describe the plan to train staff on RTI.

The RTI counselor will do a presentation to discuss the RTI process so that teachers are aware of their role in the plan as well as participation in meetings to develop an effective and useful plan for the student. The district supports additional trainings for the specific requirements of the plan.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Brenda Harmon – Reading Coach and Team Leader
Lynne Plew – LRS
Virginia Costa – Principal
Jeff Schwartz – Asst. Principal
Teachers representing all departments

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

The LLT Leader will create an agenda for the team to meet monthly to discuss progress and initiatives concerning literacy used school-wide with a focus in reading through all content areas. In addition, we will use faculty meetings to introduce literacy data and strategies to be implemented.

2011-2012 School Improvement Plan (SIP)-Form SIP-1

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

The Literacy Team's primary focus will be to incorporate reading strategies across all disciplines that will raise the percent proficient on the FCAT Reading Test.

NCLB Public School Choice

Notification of School in Need of Improvement (SINI) Status

Attach a copy of the Notification of SINI Status to Parents

Public School Choice with Transportation (CWT) Notification

Attach a copy of the CWT Notification to Parents

Supplemental Educational Services (SES) Notification

Attach a copy of the SES Notification to Parents

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

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

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

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

All teachers have received extensive staff development in reading strategies within the content. Teachers have developed lesson plans that reinforce best practices and data driven instruction. Social Studies, Physical Education, and science teachers are involved in NGCAR-PD training and completion of Reading Competencies. Reading teachers will be working in conjunction with the Social Studies teachers to train with reading strategies and to deliver the core content. Teachers are also attending CRISS and Thinking Map strategy workshops. The strategies and implementations are viewed by the administrative team and must be in alignment with the curriculum mapping as well as address the following questions:

1. What do we expect our kids to learn?
2. How will we know when they have learned it?
3. How will we respond when they haven't?
4. How will we respond when they have?

These questions coordinate with the FCIM.

****High Schools Only***

Note: Required for High School- Sec. 1008.37(4), F.S., Sec. 1003.413(g)(j) F.S.

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

The school follows the Pupil Progression Plan in order to determine courses offered and scheduled for the students. Feeder courses are identified in order to show students the relationships between Honors and Advanced Placement courses. The math and science departments have had staff development and joint department meetings to help align the instruction promoting mastery learning for students. Career and Technical courses are offered on multiple levels and combined with the corresponding core academic courses to help promote success towards earning certification points. We will be promoting student-based learning by requiring the teachers to incorporate interdisciplinary projects that bring real world relevance to the students.

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

Our guidance department meets with every student and requires the usage of career planning programs like Prep HQ, ePEP, and facts.org. Students receive curriculum guides

2011-2012 School Improvement Plan (SIP)-Form SIP-1

and course selection sheets to preview before they meet personally with their guidance counselor to schedule the appropriate course of study. The school will hold curriculum nights and Advanced Placement nights where parents and students receive information on course options gearing them to the career of their choice.

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](#).

AVID Classes are utilized to help promote participation in AP level courses and provide the critical thinking skills to succeed in them. All freshmen, sophomores, and juniors take the PSAT test through assistance from the Florida Partnership with College Board. Our reading department is conducting ACT/SAT academies and tutoring sessions. CPT testing and community college level remediation classes are offered to seniors. Recommendations resulting from the district-wide EXCEerator Program will be implemented to promote college readiness. Through monthly faculty meetings, college readiness activities will be modeled for the teachers to use in their classrooms.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process

- Based on 2011 FCAT data, what percentage of students achieved proficiency (FCAT Level 3)?
 - Based on 2011 FCAT data, what percentage of students achieved above proficiency (FCAT Levels 4 or 5)?
 - Based on a comparison of 20109 FCAT data and 2011 FCAT data, what was the percent increase or decrease of students maintaining proficiency (FCAT Levels 3, 4, 5)?
 - What are the anticipated barriers to increasing the percentage of students maintaining proficiency (FCAT Level 3) or moving above proficiency (FCAT Levels 4 or 5) on the 2012 FCAT?
 - For students scoring FCAT Levels 1 or 2, what strategies will be implemented to provide remediation and increase achievement to proficiency (FCAT Level 3)?
 - For students scoring FCAT Level 3, what strategies will be implemented to maintain proficiency and/or increase achievement to above proficiency (FCAT Levels 4 or 5)?
 - For students scoring FCAT Levels 4 or 5, what strategies will be implemented to maintain above proficiency and provide enrichment?
-
- What percentage of students made learning gains?
 - What was the percent increase or decrease of students making learning gains?
 - What are the anticipated barriers to increasing the percentage of students making learning gains?
 - What strategies will be implemented to increase and maintain proficiency for these students?
 - What additional supplemental interventions/remediation will be provided for students not achieving learning gains?
-
- What percentage of students in the lowest 25% made learning gains?
 - What was the percent increase or decrease in the lowest 25% of students making learning gains?
 - What are the anticipated barriers to increasing learning gains in the lowest 25%?
 - What additional supplemental interventions/remediation will be provided for students in the lowest 25% not achieving learning gains?
-
- Which student subgroups did not meet AYP targets?
 - What are the anticipated barriers to increasing the number of subgroups making AYP?

July 2011

Rule 6A-1.099811

Revised Sept. 11, 2011

2011-2012 School Improvement Plan (SIP)-Form SIP-1

<ul style="list-style-type: none"> What strategies will be used to ensure students make AYP?
<ul style="list-style-type: none"> What clusters/strands, by grade level, showed a decrease in proficiency? How will the Instructional Focus Calendar be created to address area(s) of improvement (clusters/strands)? How will focus lessons be developed and revised to increase proficiency for these clusters/strands?
<ul style="list-style-type: none"> In addition to the baseline and mid-year assessment, how often will interim or mini-assessments be administered? How often will teachers and the leadership team (principal, assistant principal, instructional coaches) meet to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students? How often will data chats be held at each of the following levels: teacher/student; teacher/administration?
<ul style="list-style-type: none"> How will the Problem-solving Model and progress monitoring be utilized to strengthen Response to Intervention (RTI) Tier 1 instruction and differentiation? How will the Problem-solving Model and progress monitoring be utilized to identify students in need of RTI Tier 2 supplemental intervention? How will the Problem-solving Model and ongoing progress monitoring be utilized to identify students in need of RTI Tier 3 intensive intervention?

* 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
1. Students achieving proficiency (FCAT Level 3) in reading			1.1. New hires to language arts and reading departments. Cohesion issues may result.	1.1. Lesson Study will be implemented with the reading department with the intent of building cohesion and perfecting lesson plans to maximize student mastery. Former department chair Denise Pera to provide professional development to language arts new hires through October 2011.	1.1. Reading Coach – Brenda Harmon English Department Co-Chairs - Rachel Gramer	1.1. Use formative assessment tools on regular intervals year long	1.1. FAIR testing, Data Director, Read 180, EDGE, Teen Biz, FCAT Explorer
Reading Goal #1:							
The percent of students achieving proficiency in reading will increase to 50%.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	40%	50%	1.2. Inadequate instructional services for non-proficient students	1.2. All FCAT Level 1 and 2 students will be placed in Intensive Reading Classes. Both double block and single period Intensive Reading classes will be used. Promote NGCAR-PD training for teachers across all content areas.	1.2. API- Jeff Schwartz Guidance Dept.	1.2. Use FCAT results to ensure correct placement in master schedule	1.2. Master schedule
			1.3. Lack of variety of instructional materials to differentiate reading instruction	1.3. Teen Biz, Read 180, and the state adopted textbook EDGE will be implemented in the Intensive Reading classes. FCAT question deconstruction implemented in reading and language arts classes.	1.3. Reading Coach – Brenda Harmon	1.3. Use formative assessment tools on regular intervals year long	1.3. FAIR testing, Data Director, Read 180, EDGE, Teen Biz, FCAT Explorer

2011-2012 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading Reading Goal #2: 25% of our students will achieve a Level 4 or 5 on the FCAT reading test.			2.1. Correct identification and focus on Level 4 and 5 students	2.1. Use data systems like ODMS and Data Director to identify and provide differentiated instruction for Level 4 and 5 students	2.1. Terrie Drake – Testing coordinator Brenda Harmon – Reading Coach	2.1. Formatives assessments utilized quarterly to determine weak areas and then addressing these areas	2.1. Formative assessments	
			2011 Current Level of Performance:*	2012 Expected Level of Performance:*				
			For 9 th grade reading, 14% of 9 th graders achieved Levels 4 and 5 For 10 th grade reading, 14% of 10 th graders achieved Levels 4 and 5	25% of both 9 th and 10 th graders will achieve a Level 4 or 5				
			2.2. Teachers not having strong enough content knowledge to promote rigor – Teachers not planning in depth	2.2. County-wide professional development to improve content knowledge – Incorporating Next Generation Standards and Thinking Maps. Focus on deliberate planning and preparation in correlation with the new Marzano teacher evaluation system.	2.2. Lynne Plew – LRS Brenda Harmon – Reading Coach	2.2. Teachers will be required to take professional development related to strengthening content knowledge	2.2. Professional development record	
			2.3 Lack of training in teaching lessons with critical thinking skills (21 st century skills)	2.3 Lesson Study PLC's to collaborate on perfecting lessons utilizing project-based instruction. Promote AVID strategies like Socratic Seminars and Costa's Level's of Critical Thinking school wide. Use faculty meetings as training sessions with strategies from the Literacy Leadership Team	2.3 Lynne Plew –LRS	2.3 Teachers will be trained in the Lesson Study process and observe each other	2.3 IPDP and Lesson Study documentation	
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. Percentage of students making Learning Gains in reading Reading Goal #3: The percentage of students making Learning Gains in			3.1. Teachers and students having difficulty adjusting to the new FCAT Reading strands and Next Generation Standards	3.1. Train staff and provide the FCAT specs so developmental reading classes can work on vocabulary, reading application, literary analysis, and informational text/research process skills. In addition, teachers will implement Thinking Maps into the reading	3.1. Brenda Harmon – Reading Coach	3.1. Professional development, FAIR and Formative data, and classroom observations	3.1. FAIR, Data Director	
			2011 Current Level of Performance:*	2012 Expected Level of Performance:*				

2011-2012 School Improvement Plan (SIP)-Form SIP-1

<p>reading will increase by 3%</p>	<p>50%</p>	<p>53%</p>		<p>Thinking Maps into the reading strands. Develop a calendar of essential questions to ensure that the Next Generation Standards are covered in reading. Better curriculum alignment with instruction between the reading</p>				
			<p>3.2. Incorrect placement or lack of resources</p>	<p>and language arts departments. placed in single block of Int. Reading or placed with a NGCAR-PD teacher in Lang. Arts – Teachers will supplement the district curriculum in single block. Int Reading classes with other materials relevant to Reading Benchmarks and CIM calendar.</p>	<p>3.2. Reading Coach – Brenda Harmon</p>	<p>3.2. Formative assessment data and classroom data</p>	<p>3.2. FAIR, Data Director</p>	
			<p>3.3. Lack of supplemental reading activities beyond the regular classroom</p>	<p>3.3. Teachers will encourage reading with a local Battle of the Books Tournament - ACT/SAT Prep tutoring and Saturday Reading and Writing Academies. Promotion of student learning through project-based learning by giving students the choice while driving the curriculum.</p>	<p>3.3. Reading Coach- Brenda Harmon</p>	<p>3.3. Teachers keep a log of students who are reading the books for the tournament</p>	<p>3.3. Teacher Log/Lesson Plans</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>			<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>	
<p>4. Percentage of students in Lowest 25% making learning gains in reading</p> <p><u>Reading Goal #4:</u></p>			<p>4.1. Failure to successfully identify the Lowest 25% - attendance issues and lack of parental support</p>	<p>4.1. Use FCAT results and ODMS to correctly identify and focus on the Lowest 25% - attendance monitoring. School Advisory Council members reaching out to the parents of Bottom Quartile students and providing training in TIPS. Peer mentoring classes that involve students in self progress monitoring, peer tutoring, and building a sense of belonging to school.</p>	<p>4.1. Brenda Harmon – Reading Coach Terrie Drake – Testing coordinator Lori Earle – Peer counseling teacher</p>	<p>4.1. Ensure the Lowest 25% are identified and correctly placed in Intensive Reading Classes</p>	<p>4.1. FCAT results, ODMS, master schedule</p>	
<p>The percentage of students in the Lowest 25% making learning gains in reading will increase by 3%.</p>		<p>2011 Current Level of Performance:*</p>						<p>2012 Expected Level of Performance:*</p>
		<p>49%</p>						<p>52%</p>
			<p>4.2. Failure to properly instruct the Lowest 25% with differentiated instruction</p>	<p>4.2. Train teachers to differentiate and match instruction that produces results with the Lowest 25% - Teen Biz, Read 180, and EDGE resources will be utilized to differentiate instruction. New holistic approach to covering skills through high interest reading and student choice in project-based learning.</p>	<p>4.2. Brenda Harmon – Reading Coach</p>	<p>4.2. Performance data from FAIR testing and formatives</p>	<p>4.2. FAIR and formatives</p>	

2011-2012 School Improvement Plan (SIP)-Form SIP-1

		4.3 Neglect of reading instruction across disciplines	4.3. All departments will receive information on suitable strategies from the Literacy Leadership team. Promote NGCAR-PD training for teachers across all curriculums. Science Dept. plans to focus on summarization, elaborated questioning, compare and contrast, and in depth vocabulary processing. Institute Western Civilization course for freshmen to increase exposure to and increase proficiency in understanding primary source documents.	4.3. Brenda Harmon – Reading coach Anita Radebaugh – Science Dept. Head	4.3. Teachers will work with formative assessments and develop data driven lessons to target student’s areas of weakness.	4.3. Formative assessments
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the applicable subgroup(s):	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading <u>Reading Goal #5A:</u>	Reading Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	5A.1. White: Black: Hispanic: Asian: American Indian: Teachers and students having difficulty adjusting to the new FCAT Reading strands	5A.1. Train staff and provide the FCAT specs so developmental reading classes can work on vocabulary, reading application, literary analysis, and informational text/research process skills. In addition, teachers will implement Thinking Maps into the reading strands.	5A.1. Brenda Harmon – Reading Coach	5A.1. Professional development, FAIR and Formative data, and classroom observations	5A.1. FAIR, Data Director
<i>All subgroups will make AYP.</i>	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>				
	<i>Reading Proficiency:</i> White: No 44% Black: NA Hispanic: No 31% Asian: NA American Indian NA	<i>All subgroups will make AYP.</i>				
		5A.2. Non-core academic disciplines neglecting reading	5A.2. Foreign Language Department utilizing Thinking Maps, technology, and Interactive Readers to improve student reading proficiency	5A.2. Dept. Head – Cindy Hall	5A.2. Formative Assessments	5A.2. Formative Assessments
	5A.3. Language Arts department overemphasizing writing over reading	5A.3. Better alignment between language arts and reading departments. FCAT reading question deconstruction training.	5A.3. Rachel Gramer – Dept Head Brenda Harmon – Reading Coach	5A.3. Reading Formatives and FAIR testing, Classroom Walkthroughs and Observations	5A.3. Formative Assessment and FAIR	
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	

2011-2012 School Improvement Plan (SIP)-Form SIP-1

<p>5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading <u>Reading Goal #5B:</u></p>	<p>Reading Goal #5B: English Language Learners (ELL)</p>		<p>5B.1. Attendance and lack of English speaking at home</p>	<p>5B.1. Attendance incentives, parent phone calls, encourage speaking English at home, reading books</p>	<p>5B.1. Donna Foster, mentors, reading teachers, content teachers</p>	<p>5B.1. Qualitative data received from conferences with ELL families</p>	<p>5B.1. Improvement of grades and attendance</p>
<p><i>All subgroups will make AYP.</i></p>	<p>2011 Current Level of Performance:*</p>	<p>2012 Expected Level of Performance:*</p>					
	<p>NA for AYP in reading</p>	<p>NA for AYP in reading</p>					
		<p>5B.2. New ESOL Teacher</p>					
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>			<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>
<p>5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading <u>Reading Goal #5C:</u></p>	<p>Reading Goal #5C: Students with Disabilities (SWD)</p>		<p>5C.1. Teachers and students having difficulty adjusting to the new FCAT Reading strands</p>	<p>5C.1. Train staff and provide the FCAT specs so developmental reading classes can work on vocabulary, reading application, literary analysis, and informational text/research process skills. In addition, teachers will implement Thinking Maps into the reading strands. FCAT question deconstruction strategies for English and Reading classes.</p>	<p>5C.1. Lynne Plew – LRS Brenda Harmon – Reading Coach Jennifer Reyes – RCS</p>	<p>5C.1. Professional development, FAIR and Formative data, and classroom observations</p>	<p>5C.1. FAIR, Data Director</p>
<p><i>All subgroups will make AYP.</i></p>	<p>2011 Current Level of Performance:*</p>	<p>2012 Expected Level of Performance:*</p>					
	<p>SWD did not make AYP – 22% did make AYP</p>	<p>SWD will make AYP</p>					
		<p>5C.2. Inconsistencies in scheduling scattering support and facilitate resources thin</p>					
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>			<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>
<p>5D. Student subgroups not making Adequate Yearly Progress (AYP) in</p>	<p>Reading Goal #5D: Economically Disadvantaged</p>		<p>5D.1. Lack of parental involvement</p>	<p>5D.1. Increased parent communication</p>	<p>5D.1. Brenda Harmon –</p>	<p>5D.1. Documentation of meetings and</p>	<p>5D.1. Documentation of</p>

2011-2012 School Improvement Plan (SIP)-Form SIP-1

reading			to assist with student achievement	through group emails – more parent nights to inform parent of student progress and conduct literacy activities with families. SAC committee calling home to increase parent involvement through TIPS.	Reading Coach	communications	meetings and communications – formative observations
Reading Goal #5D:							
<i>All subgroups will make AYP.</i>	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	<i>Economically Disadvantaged did not make AYP- 32% did make AYP</i>	<i>Economically Disadvantaged will make AYP</i>					
			5D.2. Need for remedial and tutoring instruction beyond the regular school day	5D.2. Reading and writing academies will be held on Saturdays – tutoring sessions held daily	5D.2. Brenda Harmon – Reading Coach	5D.2. FAIR and Formative data	5D.2. FAIR, Data Director
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Thinking Maps	All	Lynne Plew and Brenda Harmon	School-wide	August 18	Classroom Walkthroughs, meetings, lesson plans	Lynne Plew and Brenda Harmon Administrative Team
Lesson Study	Reading Dept	Lynne Plew and Brenda Harmon	Reading Dept. and various groups	2 nd Wednesday of every month	Classroom Walkthroughs, meetings, lesson plans Teacher observations of each other	Lynne Plew and Brenda Harmon Administrative Team
Dept. Data Meetings Addressing Lowest 25%, AYP subgroups, and NGS Standards	all	Lynne Plew and Brenda Harmon	School-wide	1 st and 3 rd Wednesdays of every month	Classroom Walkthroughs, meetings, lesson plans	Lynne Plew and Brenda Harmon Administrative Team
Traveling Brain Series on two Marzano elements	all	Lynne Plew and Administration	School-wide	September 22, October 20 or 21, February 23, March 22	Classroom Walkthroughs, PLC Meetings, PLC Smart Goal	Lynne Plew and Administrative Team

Reading 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	Available Amount
Need for remedial and tutoring instruction beyond the regular school day	Teachers providing tutoring beyond regular school day	SAI Dollars	
Florida 10 th Reading Review Workbook	FCAT 2.0 materials packet to be utilized in language arts classrooms	Internal budget	
			Subtotal:
Technology			

2011-2012 School Improvement Plan (SIP)-Form SIP-1

Strategy	Description of Resources	Funding Source	Available Amount
Teen Biz, Read 180, and EDGE resources will be utilized to differentiate instruction	Edge Leveled Interactive Workbooks, Textbooks, Fluency CD's, Reading and Writing Transparencies	District	
2.0 Web tools into Thinking Maps			
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Lesson Study PLC's to collaborate on perfecting lessons utilizing project-based instruction	Elevating the Essentials to Radically Improve Student Learning by Mike Schmoker - PLC book for entire staff	Internal Budget	
Lesson Study Workshops	PLC meetings 2 nd Wednesdays of each month		
Advanced Placement Rigor	AP Summer Institutes	Available Scholarships	
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
National Conference ASCD	Research Based Strategies	SAC	2000.00
Grand Total:			

End of Reading Goals

Mathematics Goals

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process

- Based on 2011 FCAT data, what percentage of students achieved proficiency (FCAT Level 3)?
 - Based on 2011 FCAT data, what percentage of students achieved above proficiency (FCAT Levels 4 or 5)?
 - Based on a comparison of 2011 FCAT data and 2011 FCAT data, what was the percent increase or decrease of students maintaining proficiency (FCAT Levels 3, 4, 5)?
 - What are the anticipated barriers to increasing the percentage of students maintaining proficiency (FCAT Level 3) or moving above proficiency (FCAT Levels 4 or 5) on the 2012 FCAT?
 - For students scoring FCAT Levels 1 or 2, what strategies will be implemented to provide remediation and increase achievement to proficiency (FCAT Level 3)?
 - For students scoring FCAT Level 3, what strategies will be implemented to maintain proficiency and/or increase achievement to above proficiency (FCAT Levels 4 or 5)?
 - For students scoring FCAT Levels 4 or 5, what strategies will be implemented to maintain above proficiency and provide enrichment?
- What percentage of students made learning gains?
 - What was the percent increase or decrease of students making learning gains?
 - What are the anticipated barriers to increasing the percentage of students making learning gains?
 - What strategies will be implemented to increase and maintain proficiency for these students?
 - What additional supplemental interventions/remediation will be provided for students not achieving learning gains?
- What percentage of students in the lowest 25% made learning gains?
 - What was the percent increase or decrease in the lowest 25% of students making learning gains?
 - What are the anticipated barriers to increasing learning gains in the lowest 25%?
 - What additional supplemental interventions/remediation will be provided for students in the lowest 25% not achieving learning gains?

July 2011
Rule 6A-1.099811
Revised Sept. 11, 2011

2011-2012 School Improvement Plan (SIP)-Form SIP-1

- Which student subgroups did not meet AYP targets?
- What are the anticipated barriers to increasing the number of subgroups making AYP?
- What strategies will be used to ensure students make AYP?
- What clusters/strands, by grade level, showed a decrease in proficiency?
- How will the Instructional Focus Calendar be created to address area(s) of improvement (clusters/strands)?
- How will focus lessons be developed and revised to increase proficiency for these clusters/strands?
- In addition to the baseline and mid-year assessment, how often will interim or mini-assessments be administered?
- How often will teachers and the leadership team (principal, assistant principal, instructional coaches) meet to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students?
- How often will data chats be held at each of the following levels: teacher/student; teacher/administration?
- How will the Problem-solving Model and progress monitoring be utilized to strengthen Response to Intervention (RTI) Tier 1 instruction and differentiation?
- How will the Problem-solving Model and progress monitoring be utilized to identify students in need of RTI Tier 2 supplemental intervention?
- How will the Problem-solving Model and ongoing progress monitoring be utilized to identify students in need of RTI Tier 3 intensive intervention?

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

MATHEMATICS GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving proficiency (FCAT Level 3) in mathematics			1.1. Identification and additional support for students that are Level 2 and close to proficiency	1.1. Use the Bubble Report from ODMS to help identify those students that are only a few points from dropping or raising a level on the FCAT.	1.1. Terrie Drake – Testing Coordinator	1.1. Observe formative performance	1.1. Data Director formatives
Mathematics Goal #1:							
<i>The percentage of students achieving proficiency in mathematics will increase by 7%.</i>	<u>2011 Current Level of Performance:*</u> 73%	<u>2012 Expected Level of Performance:*</u> 80%					
			1.2. Alignment of curriculum within courses	1.2. County provided curriculum units with essential questions, vocabulary, and what students need to know for teachers to utilize to bring alignment and ensure key concepts are covered. Utilization of formative and EOC exam questions on teacher made assessments.	1.2. Math department head and administrative team County department head	1.2. Formative assessments and walkthroughs	1.2. Data Director formatives
			1.3. Lack of addressing student weaknesses – Lack of inquiry based lessons	1.3. Use of data from formatives to identify and address weakness areas – Use AVID strategies to promote critical thinking skills school wide.	1.3. Terrie Drake – Testing Coordinator	1.3. Data Director formatives	1.3. Data Director formatives
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

2011-2012 School Improvement Plan (SIP)-Form SIP-1

2. Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics			2.1. Teacher lack of higher level content knowledge and ability to teach 21 st century processing skills. Lacks of student-centered projects designed to interest students and bring real-world relevance.	2.1. Lesson Study/PLC's and other staff development from the county level to train teachers on higher level content and instruction. Professional Development on student-based learning projects in correlation with the new Marzano teacher evaluation system.	2.1. Principals and Lisa Greco – county math chair Lynne Plew - LRS	2.1. Staff development documentation and walkthroughs	2.1. CWT's and formatives
Mathematics Goal #2:							
45% of 10 th graders will score Levels 4 or 5 on the Geometry EOC test.	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	39%	45%					
			2.2. Alignment with mathematics addressed in science courses	2.2. Joint math and science department meetings will be held to identify the commonalities between the two and work together to help students with the repetition and associations needed to master concepts	2.2. Jeff Schwartz - API	2.2.CWT's and inter-department meetings and email communications	2.2. CWT's and formatives
		2.3 Lack of opportunities for students to develop improved comprehension of higher level concepts.	2.3 Increase participation in Mu Alpha Theta program which is designed to train higher level students to tutor struggling students.	2.3 Katie Napolitano - Teacher Trish Warrell- Teacher	2.3 Monitoring tutoring data	2.3 Formatives and tutoring data	
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. Percentage of students making Learning Gains in mathematics			3.1. Alignment of curriculum within courses – Lack of knowledge of Next Generation Standards	3.1. County provided curriculum units with essential questions, vocabulary, and what students need to know for teachers to utilize to bring alignment and ensure key concepts are covered	3.1. Math department head and principals County department head	3.1. Formative assessments and walkthroughs	3.1. Data Director formatives
Mathematics Goal #3:							
<i>The percentage of students making Learning Gains will increase by 5%.</i>	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	77 % of students are making Learning Gains in math.	82% of students will make Learning Gains in math.					
			3.2. Lack of addressing student weaknesses.	3.2. Use of data from formatives to identify and address weakness areas. Professional Development on LFS training designed to maximize student potential and student engagement through hands-on activities.	3.2. Terrie Drake – Testing Coordinator Lisa Greco – County Math Chair	3.2. Data Director formatives, lesson plan, classroom walkthroughs and observations	3.2. Data Director formatives
		3.3.	3.3.	3.3.	3.3.	3.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. Percentage of students in Lowest 25% making learning gains in mathematics			4.1. Students receiving the extra remediation they need	4.1. Level 1 students are placed in Intensive Math classes. I Can Learn program used as	4.1. Rich Keyser – Math Department Head and principals	4.1. Accountability Reports and formative data	4.1. Formatives and master schedule
Mathematics Goal #4:							

2011-2012 School Improvement Plan (SIP)-Form SIP-1

The percentage of the Lowest 25% making learning gains will increase by 3 %.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*		Learn program used as remediation in double-blocked Intensive Math with Algebra. Daily tutoring after school, Mu Alpha Theta student tutors and principals			
	64%	67%		Saturday Math Academies			
			4.2. Misalignment between Intensive Math course and Algebra 1 course.	Strategic Scheduling of Intensive Math class blocked with Algebra 1 course with same instructor. Professional Development from county level to promote high engaging strategies in the context of a double block.	4.2. Jennifer Clarke - Teacher Lisa Greco – County Math Chair	4.2. Formative Assessments	4.2. Formative Assessments
		4.3.	4.3.	4.3.	4.3.	4.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the applicable subgroup(s):			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5A:	Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)		5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1. Principal’s Question of the Week utilized through bellwork that contains a word problem with vocabulary to assist all students with the verbal comprehension required in math	5A.1. Terrie Drake – Testing coordinator	5A.1. Formative questioning of students	5A.1. Bellwork and formatives
	All AYP subgroups will make AYP.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*	Hispanic students struggle with the reading involved in math word problems			
		Mathematics Proficiency:	All AYP subgroups will make AYP.				
	White: No 77% Black: NA Hispanic: No 62% Asian:NA American Indian:NA						
		5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	
		5A.3.	5A.3.	5A.3.	5A.3.	5A.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
5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5B:	Mathematics Goal #5B: English Language Learners (ELL)		5B.1. Language barrier, comprehension of skills	5B.1. Increase vocabulary, hands-on activities	5B.1. Teachers, dept. chair, Jeff Schwartz - API	5B.1.	5B.1. Lesson Plans
		2011 Current Level of Performance:*	2012 Expected Level of Performance:*				

2011-2012 School Improvement Plan (SIP)-Form SIP-1

All subgroups will meet AYP.	NA in AYP for mathematics.	NA in AYP for mathematics.					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3	5B.3.	5B.3.	5B.3.	5B.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
5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5C:	Mathematics Goal #5C: Students with Disabilities (SWD)		5C.1. Lack of materials and or services to meet the unique needs of SWD	5C.1. Check every IEP and ensure the correct services and accommodations are being provided to the students – use of a spreadsheet to provide teachers with all of the accommodations for their ESE students	5C.1. Gina Brown – ESE resource teacher	5C.1. IEP meetings and monitor student progress through support and facilitation and learning strategies	5C.1. formatives
	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	48% of SWD met mathematics proficiency.	All AYP subgroups will make AYP.					
All AYP subgroups will make AYP.			5C.2. Core teachers lack of knowledge on Differentiation for SWD.	5C.2. Using a teacher with both ESE and math certification to be the core teacher in Algebra and Geometry classes containing ESE students.	5C.2. Jeff Schwartz -API	5C.2. Classroom Walkthrough and Observations, Lesson Plans	5C.2. Formatives
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5D:	Mathematics Goal #5D: Economically Disadvantaged		5D.1. Lack of parental involvement to assist with student achievement	5D.1. Increased parent communication through group emails – more parent nights to inform parent of student progress and conduct literacy activities with families. SAC committee calling home to increase parent involvement through TIPS.	5D.1. Math Dept Head – Rich Keyser	5D.1. Documentation of meetings and communications	5D.1. Documentation of meetings and communications – formative observations
	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	63% of Economically Disadvantaged students met mathematics proficiency.	All AYP subgroups will meet AYP.					
All AYP subgroups will meet AYP.			5D.2. Need for remedial and tutoring instruction beyond	5D.2. Tutoring sessions held daily	5D.2. Math Dept. Chair – Rich Keyser	5D.2. FAIR and Formative data	5D.2. FAIR, Data Director

2011-2012 School Improvement Plan (SIP)-Form SIP-1

		the regular school day				
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Thinking Maps	all	Lynne Plew	School-wide	August 18	Classroom Walkthroughs, meetings, lesson plans	Lynne Plew Administrative Team
Lesson Study	Math Dept	Lynne Plew	Reading Dept. and various groups	2 nd Wednesday of every month	Classroom Walkthroughs, meetings, lesson plans Teacher observations of each other	Lynne Plew Administrative Team
Dept. Data Meetings Addressing Lowest 25%, AYP subgroups, and Next Generation State Standards	all	Lynne Plew Terrie Drake	School-wide	1 st and 3 rd Wednesdays of every month	Classroom Walkthroughs, meetings, lesson plans	Lynne Plew Terrie Drake Administrative Team
LFS Training	Algebra and Geometry	Lisa Greco	Algebra and Geometry Teachers	June 27 th and June 28 th	Classroom Walkthroughs, Lesson Plans	Jeff Schwartz

Mathematics 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	Available Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
I Can Learn classes offer remediation in the Algebra 1 course.	I Can Learn Lab and License	District	
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Encourage higher order thinking and relationships to the real world in math	<u>Focus in High School Mathematics: Reasoning and Sense Making</u> - books	Internal budget	
AP Trainings	AP Summer Institutes	SAC	1000.00
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount

2011-2012 School Improvement Plan (SIP)-Form SIP-1

Grand Total:

End of Mathematics Goals

Science Goals

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process

- Based on 2011 FCAT data, what percentage of students achieved proficiency (FCAT Level 3)?
 - Based on 2011 FCAT data, what percentage of students achieved above proficiency (FCAT Levels 4 or 5)?
 - What are the anticipated barriers to students achieving proficiency (FCAT Level 3) or above proficiency (FCAT Levels 4 or 5) on the 2012 FCAT?
-
- What benchmarks/strands, by grade level, showed non-proficiency?
 - How will the Instructional Focus Calendar be created to address areas of improvement (benchmark(s)/strand(s))?
 - How will focus lessons be developed and revised to increase and maintain proficiency for these benchmarks/strands?
-
- In addition to the baseline and mid-year assessment, how often will interim or mini-assessments be administered?
 - How often will teachers and the leadership team (principal, assistant principal, instructional coaches) meet to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students?
 - How often will data chats be held at each of the following levels: teacher/student; teacher/administration?
-
- How will the Problem-solving Model and progress monitoring be utilized to strengthen Response to Intervention (RTI) Tier 1 instruction and differentiation?
 - How will the Problem-solving Model and progress monitoring be utilized to identify students in need of RTI Tier 2 supplemental intervention?
 - How will the Problem-solving Model and ongoing progress monitoring be utilized to identify students in need of RTI Tier 3 intensive intervention?

SCIENCE FCAT DISCONTINUED FOR 2011-2012 SCHOOL YEAR

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

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. Students achieving proficiency (FCAT Level 3) in science			1.1. Building vocabulary due to language barriers	1.1. Teachers will have brand new science labs with brand new equipment and notebooks that will allow for use of technology. More visually appealing activities will provide increased vocabulary retention. The Science Dept. plans to increase student achievement in processing scientific content through the strategies of summarization, elaborated questioning, compare and contrast, and in depth vocabulary processing.	1.1. Anita Radebaugh – Dept. Head Lynne Plew - LRS	1.1. Walkthroughs, lesson plans, formative evaluations of student progress	1.1. Walkthroughs, lesson plans, science formatives, teacher-created assessments
Science Goal #1:							
<i>10th grade students taking the Biology EOC exam will achieve proficiency at a 6% higher percentage when compared to previous year performance of 11th graders taking the FCAT Science test</i>	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	39%	45%					
			1.2. Lack higher order thinking	1.2. Use Lesson Study and PLC's to	1.2.	1.2.	1.2.

2011-2012 School Improvement Plan (SIP)-Form SIP-1

		skills	learn how to implement project based learning that teaches process and well as content and 21 st century skills – AVID strategies promoting critical thinking skills school-wide.	Lynne Plew - LRS	PLC meetings and walkthroughs, lesson plans	PLC meetings and walkthroughs, lesson plans
		1.3. Unaware of weakness areas	1.3. Use formatives and curricular alignment to access weakness areas and focus on FCAT vocabulary that is utilized in both math and science	1.3. Department Heads Terrie Drake – Test coordinator	1.3. Interdepartmental meetings and formative assessments.	1.3. Data Director formatives
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 achieving above proficiency (FCAT Levels 4 and 5) in science		2.1. Alignment of science curriculum	2.1. Unit plans developed by the county bringing alignment, essential questions, understandings and science FCAT vocabulary will be utilized – Use reading skills like decoding through context clues and CRISS strategies	2.1. Principals and Dept Head	2.1. CWT’s	2.1. CWT’s
<u>Science Goal #2:</u>						
<i>Students achieving above proficiency in science will increase by 3%.</i>	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>				
	5%	8%				
			2.2. Lack higher order thinking skills	2.2. Use Lesson Study and PLC’s to learn how to implement project based learning that teaches process and well as content and 21 st century skills – use of Cornell Notes, Lab Analysis and Conclusions, and Interactive Notebooks promoting student ownership	2.2. Lynne Plew - LRS	2.2. PLC meetings and walkthroughs, lesson plans
		2.3. Unaware of weakness areas	2.3. Use formatives and curricular alignment to access weakness areas and focus on FCAT vocabulary that is utilized in both math and science	2.3. Department Heads Terrie Drake – Test coordinator	2.3. Interdepartmental meetings and formative assessments.	2.3. Data Director formatives

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Thinking Maps	all	Lynne Plew	School-wide	August 18	Classroom Walkthroughs, meetings, lesson plans	Lynne Plew Administrative Team
Lesson Study /PLC	Science Dept	Lynne Plew	Reading Dept. and various groups	2 nd Wednesday of every month	Classroom Walkthroughs, meetings, lesson plans Teacher observations of each other	Lynne Plew Administrative Team

2011-2012 School Improvement Plan (SIP)-Form SIP-1

Dept. Data Meetings Addressing weakness areas revealed from the formatives	all	Lynne Plew Terrie Drake	School-wide	1 st and 3 rd Wednesdays of every month	Classroom Walkthroughs, meetings, lesson plans, Formatives	Lynne Plew Terrie Drake Administrative Team
--	-----	----------------------------	-------------	--	--	--

Science 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	Available Amount
Principles of Science Technology	New science course to scaffold higher order thinking and rigor to build a stronger physical science curriculum for upper grades	FTE	
New Science Textbook Adoption	New student textbooks and teacher resource materials	District	\$174,489
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
New Textbooks Online	All web-based resources that accompany the new textbooks purchased	District	
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Science Curriculum Alignment	District Personnel	District	
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			Grand Total:

End of Science Goals

Writing Goals

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process

- Based on 2011 FCAT data, what percentage of students achieved Adequate Yearly Progress (AYP) (Levels 3.0 and higher)?
 - What are the anticipated barriers to students achieving AYP on the 2012 FCAT?
 - Which student subgroups did not achieve AYP targets on the 2011 FCAT?
 - What are the anticipated barriers to increasing the number of subgroups achieving AYP on the 2012 FCAT?
 - What strategies will be used to ensure students achieve AYP on the 2012 Writing FCAT?
-
- What types of writing (narrative, expository, persuasive) by grade level, showed a decrease in writing scores?
 - How will the Instructional Focus Calendar be created to address areas of improvement for writing skills (focus, organization, support and conventions)?

2011-2012 School Improvement Plan (SIP)-Form SIP-1

- How will focus lessons be developed and revised to increase and maintain writing scores?
- In addition to the baseline and mid-year assessment, how often will interim or mini-assessments be administered?
- How often will teachers and the leadership team (principal, assistant principal, instructional coaches) meet to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students?
- How often will data chats be held at each of the following levels: teacher/student; teacher/administration?
- How will the Problem-solving Model and progress monitoring be utilized to strengthen Response to Intervention (RTI) Tier 1 instruction and differentiation?
- How will the Problem-solving Model and progress monitoring be utilized to identify students in need of RTI Tier 2 supplemental intervention?
- How will the Problem-solving Model and ongoing progress monitoring be utilized to identify students in need of RTI Tier 3 intensive intervention?

* When using percentages, include the number of students the percentage represents next to the percentage (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
1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing			1.1. Neglect of writing skills in an effort to raise reading scores	1.1. Continued PDA training, writing across the curriculum, and PLC's for non-core teachers, PEACE reading and writing initiative for PE Dept., Creative Writing courses – Osceola Writes tests in Sept., Nov., Jan.- new county pacing guides with writing units	1.1. Brenda Harmon – Reading Coach	1.1. Practice Writing Prompts for FCAT Writes	1.1. Practice Writing Prompts for FCAT Writes
Writing Goal #1:							
<i>Students achieving AYP in writing will increase 3% when compared to the previous year.</i>	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	87%	90%					
			1.2. Non-core academic disciplines neglecting writing	1.2. Fine Arts Dept. to utilize arts-related writing prompts as bellwork to teach development of ideas and supporting details and include the use of rubrics	1.2. Dept Head – Karen Loftus	1.2. Assess writing assignments with rubrics	1.2. writing rubrics
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. Student subgroups not making Adequate Yearly Progress (AYP) in writing	Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian)		2A.1. White: Black: Hispanic: Asian: American Indian: Increase in the number of ELL students at the school, and also a new ESOL teacher.	2A.1. Increase ELL's acquisition and development of linguistic proficiency in English language with double blocked Eng Through ESOL and Dev. Lang. Through ESOL. Mentorship between current ESOL teacher and new ESOL teacher.	2A.1. ESOL teachers Parmar and Reynolds, ESOL compliance specialist Zoraida Santos	2A.1. Formatives, CWT's	2A.1. CELLA and prompt writing
	Writing Goal #2A:						
	<i>Continue to meet the criteria for NCLB in Writing.</i>	<u>2011 Current Level of Performance:*</u>					
	All criteria met.	All criteria met.					
	White:	White:					
	Black:	Black:					
	Hispanic:	Hispanic:					

2011-2012 School Improvement Plan (SIP)-Form SIP-1

	Asian: American Indian:	Asian: American Indian:						
			2A.2. Non-core academic disciplines neglecting writing	2A.2. Foreign Lang. Dept. will incorporate Thinking Maps and FCAT Writing Rubrics on essays on cultural topics	2A.2. Dept Head – Cindy Hall	2A.2. formative assessments	2A.2. FCAT Writing rubrics	
			2A.3.	2A.3.	2A.3.	2A.3.	2A.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	
2B. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2B:		Writing Goal #2B: English Language Learners (ELL)		2B.1. Language barriers with ESOL students	3B.1. Increase ELL’s acquisition and development of linguistic proficiency in English language with double blocked Eng Through ESOL and Dev. Lang. Through ESOL. Mentorship between current ESOL teacher and new ESOL teacher.	2B.1. ESOL teachers Parmar and Reynolds, ESOL compliance specialist Zoraida Santos	2B.1.Osceola Writes formatives – Excel collection of scores using rubric to grade writing samples	2B.1. Osceola Writes formatives
Continue to meet the criteria for NCLB in Writing.		2011 Current Level of Performance:*	2012 Expected Level of Performance:*	2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
		91% Improved Writing Performance by 1%	94% will improve writing by at least 1%.					
				2B.3.	2B.3.	2B.3.	2B.3.	2B.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2C. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2C:		Writing Goal #2C: Students with Disabilities (SWD)		2C.1. Language and comprehension barriers	2C.1. Utilize Saturday Academies to increase student fluency and writing skills – increase support time in the language arts classrooms – Support teacher has more collaborative role in planning and instructing with the core teacher	2C.1. Jennifer Reyes - RCS	2C.1. Osceola Writes formatives – Excel collection of scores using rubric to grade writing samples	2C.1. Osceola Writes formatives
Continue to meet the criteria for NCLB in Writing.		2011 Current Level of Performance:*	2012 Expected Level of Performance:*	2C.2.	2C.2.	2C.2.	2C.2.	2C.2.
		84% Improved performance in Writing by 1%	87% will improve writing by at least 1%.					
				2C.3.	2C.3.	2C.3.	2C.3.	2C.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	

2011-2012 School Improvement Plan (SIP)-Form SIP-1

2D. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2D:	Writing Goal #2D: Economically Disadvantaged		2D.1.	2D.1.	2D.1.	2D.1.	2D.1.
	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
Continue to meet the criteria for NCLB in Writing.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			2D.2.	2D.2.	2D.2.	2D.2.	2D.2.
			2D.3.	2D.3.	2D.3.	2D.3.	2D.3.

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Thinking Maps	all	Lynne Plew	School-wide	August 18	Classroom Walkthroughs, meetings, lesson plans	Lynne Plew Administrative Team
Lesson Study /PLC	all	Lynne Plew	School-wide	2 nd Wednesday of every month	Classroom Walkthroughs, meetings, lesson plans, Teacher observations of each other	Lynne Plew Administrative Team
Dept. Data Meetings Addressing weakness areas revealed from the formatives	all	Lynne Plew Terrie Drake	School-wide	1 st and 3 rd Wednesdays of every month	Classroom Walkthroughs, meetings, lesson plans, Formatives	Lynne Plew Terrie Drake Administrative Team
FCAT Writes college readiness	all	Lynne Plew	School-wide		Formatives	Language Arts Department

Writing 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	Available Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Writing Rubric	Teachers trained to quick score essays	School	
PDA	Professional Development for Achievement – FCAT Writes training targeted at new hires	School	

2011-2012 School Improvement Plan (SIP)-Form SIP-1

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

End of Writing Goals

Attendance Goal(s)

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process

- What was the attendance rate for 2010-2011?
- How many students had excessive absences (10 or more) during the 2010-2011 school year?
- What are the anticipated barriers to decreasing the number of students with excessive absences?
- What strategies and interventions will be utilized to decrease the number of students with excessive absences for 2011-2012?
- How many students had excessive tardies (10 or more) during the 2010-2011 school year?
- What are the anticipated barriers to decreasing the number of students with excessive tardies?
- What strategies and interventions will be utilized to decrease the number students with excessive tardies for 2011-2012?

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

ATTENDANCE GOAL(S)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance Attendance Goal #1:			1.1. Students have a disconnect with school	1.1. Train teachers to build relationships with the students through the Adopt-a-Student program, increase student participation in extracurricular activities, increase the number of attendance contracts and attendance meetings with families – AVID strategies to help create a sense of belonging and family atmosphere for students with Friday motivational activities. Professional development on student-centered on project-based learning which gives students a choice in their education serving as motivation for the students.	1.1. Jeff Schwartz – API Donna Foster – Attendance Officer Mike Hague – AP Lynne Plew – Learning Resource Specialist	1.1. Create an attendance referral list and evaluate the number of referrals closed. Walkthroughs and Lesson Plans.	1.1. Attendance referral list. Walkthroughs and Lesson Plans.
<i>Our Attendance Rate will increase to 95%.</i>	2011 Current Attendance Rate:*	2012 Expected Attendance Rate:*					
	2011 Current Number of Students with Excessive Absences (10 or more)	2012 Expected Number of Students with Excessive Absences (10 or more)					
	NA	Enter numerical data for expected number of absences in this box.					
	2011 Current Number of Students with Excessive Tardies (10 or more)	2012 Expected Number of Students with Excessive Tardies (10 or more)					
	Enter numerical data for current number of students tardy in this box.	Enter numerical data for expected number of students tardy in this box.					
			1.2. Students enter into a vicious negative cycle of additional	1.2. Reverse discipline to remove negative consequences for	1.2. Deans, Donna Foster	1.2. Deans monitor student records to assess if improvement criteria was	1.2. Attendance record and discipline referrals

2011-2012 School Improvement Plan (SIP)-Form SIP-1

		consequences for mounting tardies	positive behaviors, extrinsic motivation for improved attendance		met	
		1.3. Overall negative attitudes/school culture	1.3. Focus on positive referrals and institute elements of PBS. Departments to host school spirit events during lunch time on a monthly basis to help promote school pride.	1.3. Administration	1.3. Formative Observations	1.3. Student Survey, Accounting of Positive Referrals

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Building Relationships	all	Jeff Schwartz	School-wide	Ongoing	Formal observations	Donna Foster, Mike Hague, Jeff Schwartz

Attendance 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	Available Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Building Relationships	Assisting teachers in developing relationships	school	
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Attendance Incentive	Incentive to target students with 15 or more absences	SAC	500.00
			Grand Total:

Suspension Goal(s)

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process

- What was the total number of in-school suspensions for 2010-2011?
- What was the total number of out-of school suspensions for 2010-2011?
- What was the total number of students suspended in school in 2010-2011?
- What was the total number of students suspended out of school in 2010-2011?

2011-2012 School Improvement Plan (SIP)-Form SIP-1

- What are the anticipated barriers to decreasing the number of suspensions?
- What are the anticipated barriers to decreasing the number of students suspended?
- What strategies and interventions will be utilized to decrease the number of suspensions for 2011-2012?
- What strategies and interventions will be utilized to decrease the number of students suspended for 2011-2012?

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

SUSPENSION GOAL(S)		Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension Suspension Goal #1:		1.1. 7 Lack of alternative consequences for misbehavior	1.1. Train teachers to build relationships to help prevent discipline issues in the first place, develop alternative consequences like community service, institute reverse discipline to motivate positive behavior, continued communication/conferences with parents. Institute an in school suspension program designed to promote academic achievement.	1.1. Deans and AP Karen English - ISS Supervisor	1.1. Monitor behaviors, discipline record, grades, and assignment completion	1.1. Discipline record, report card grades, progress reports
<i>The number of students suspended from whether in or out of school will decrease by at least 10% across all categories.</i>	2011 Total Number of In-School Suspensions	2012 Expected Number of In-School Suspensions				
	50	Adding ISS program to decrease OSS (forming baseline goal this year)				
	2011 Total Number of Students Suspended In-School	2012 Expected Number of Students Suspended In-School				
	45	Adding ISS program to decrease OSS (forming baseline goal this year)				
	2011 Number of Out-of-School Suspensions	2012 Expected Number of Out-of-School Suspensions				
	997	997				
2011 Total Number of Students Suspended Out- of- School	2012 Expected Number of Students Suspended Out- of-School					
432 (20.9%)	391					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Building Relationships	all	Jeff Schwartz	School-wide	Ongoing	Formal observations	Deans, Mike Hague, Jeff Schwartz

2011-2012 School Improvement Plan (SIP)-Form SIP-1 Suspension 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	Available Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Implement ISS program with supervisor	Coordination of ISS and assist with academic instruction	School Budget/Teacher Allocations	
			Grand Total:

End of Suspension Goals

Dropout Prevention Goal(s)

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

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process

- What is the current dropout rate? What strategies and interventions will be utilized to decrease the dropout rate?
- What is the current graduation rate? What strategies and interventions will be utilized to increase the graduation rate?
- What is the total number of students retained at each grade level? What strategies and interventions will be utilized to decrease the retention rate?
- What data warning systems are currently in place to identify students at risk of being retained and/or dropping out of school?
- What school-wide activities, strategies, and/or interventions are in place to support students who are at risk of being retained and/or dropping out?
- How will barriers be addressed to prevent students from experiencing course failure, lack of credit attainment, and behavioral issues impacting student achievement?

* 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 Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2010-2011 school year.</i>		1.1. School retention rate of 5.2%	1.1. Increase student authentic engagement by using more project based learning addressing 21 st century skills , Use IMPACT to make up credits lost, hold high expectations concerning work needing completion	1.1. Lynne Plew – LRS Teachers Barb Douglas – IMPACT teacher	1.1. CWT's	1.1. CWT's, transcripts/report cards
The Graduation Rate will increase by over % to %	2011 Current Dropout Rate:*	2012 Expected Dropout Rate:*				
	0.0%	0.0%				
	2011 Current Graduation Rate:*	2012 Expected Graduation Rate:*				

July 2011
Rule 6A-1.099811
Revised Sept. 11, 2011

2011-2012 School Improvement Plan (SIP)-Form SIP-1

		1.2. Lack of skills and motivation	1.2. Promote tutor/study groups AVID classes	1.2. Drew Powell – AVID	1.2. CWT's, Socratic Tutoring	1.2. CWT's
		1.3. Difficulty with transition from middle to high school	1.3. Increase extracurricular activity options	1.3. Administration	1.3. Informal Observations	1.3. Extracurricular Attendance List, Student Survey

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
AVID Training	9th	AVID Summer Institute	Shannon LaTour	Last week of June 2011	CWT's	Jeff Schwartz

Dropout Prevention 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	Available Amount
AVID Library	Reproducible Tutoring and study skill materials	FL Partnership	
Too Good For Drugs	Curriculum provided to 9 th graders to educate on specific elements that lead to dropping out	Safe and Healthy Schools	
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Train teachers AVID strategies school-wide	AVID Library	FL Partnership	
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			Grand Total:

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

Guiding Questions to Inform the Problem-Solving Process

(Title I Parent Involvement Plan may be uploaded)

- Generally, what strategies or activities can be employed to increase parent involvement?
- How will the school correlate the parental involvement activities with student achievement?

2011-2012 School Improvement Plan (SIP)-Form SIP-1

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

End of Parent Involvement Goal(s)

Additional Goal(s)

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

ADDITIONAL GOAL(S)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1:							
<i>Enter narrative for the goal in this box.</i>	2011 Current Level :*	2012 Expected Level :*					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Additional Goal(s) 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	Available Amount
Subtotal:			
Technology			

2011-2012 School Improvement Plan (SIP)-Form SIP-1

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

End of Additional Goal(s)

FINAL BUDGET (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
	Description of Resources	Funding Source	Available Amount
Teaching differentiation, higher thinking skills, assessment, learning styles, vocabulary strategies, intervention strategies, engaged learning strategies, etc.	Master Flip Charts from Mentoring Minds	Internal	
SAC committee parent events	Training materials and child care services	SAC	1500.00
AVID Library	Reproducible Tutoring and study skill materials	FL Partnership	
Principles of Science Technology	New science course to scaffold higher order thinking and rigor to build a stronger physical science curriculum for upper grades	FTE	
New Science Textbook Adoption	New student textbooks and teacher resource materials	District	174,489.00
Need for remedial and tutoring instruction beyond the regular school day	Teachers providing tutoring beyond regular school day	SAI Dollars	
Florida 10 th Reading Review Workbook	FCAT 2.0 materials packet to be used in language arts classes	Internal	
Too Good For Drugs	Curriculum provided to 9 th graders to educate on specific elements that lead to dropping out	Safe and Healthy Schools	
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
I Can Learn classes offer remediation in the Algebra 1 course.	I Can Learn Lab and License	District	
Teen Biz, Read 180, and EDGE resources will be utilized to differentiate instruction	Edge Leveled Interactive Workbooks, Textbooks, Fluency CD's, Reading and Writing Transparencies	District	
2.0 Web tools into Thinking Maps		Internal	
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Lesson Study PLC's to collaborate on perfecting lessons utilizing project-based instruction	Elevating the Essentials to Radically Improve Student Learning by Mike Schmoker - PLC book for entire staff	Internal Budget	
Lesson Study Workshops		Internal	
Advanced Placement Rigor	AP Summer Institutes	Available Scholarships	
AP Trainings	AP Summer Institutes	SAC	1000.00
Train teachers AVID strategies school-wide	AVID Library	FL Partnership	
Building Relationships	Assisting teachers in developing relationships	School Budget	

July 2011
Rule 6A-1.099811
Revised Sept. 11, 2011

2011-2012 School Improvement Plan (SIP)-Form SIP-1

Writing Rubric	Teachers trained to quick score essays	School Budget	
Science Curriculum Alignment	District Personnel	District	
Encourage higher order thinking and relationships to the real world in math	<u>Focus in High School Mathematics: Reasoning and Sense Making</u> - books	Internal	
PDA	Professional Development for Achievement – FCAT Writes training targeted at new hires	School internal	
Subtotal:			
Other			
Strategy			
National Conference ASCD	Research Based Strategies	SAC	2000.00
Attendance Incentive	Incentive to target students with 15 or more absences	SAC	500.00
Implement ISS program with supervisor	Coordination of ISS and assist with academic instruction	School Budget/Teacher Allocations	
Grand Total:			

Differentiated Accountability

School-level Differentiated Accountability Compliance

School Differentiated Accountability Status			
Intervene <input type="checkbox"/>	Correct II <input type="checkbox"/>	Prevent II <input type="checkbox"/>	Prevent I <input type="checkbox"/>

Attach school's Differentiated Accountability Checklist of Compliance

School Advisory Council

School Advisory Council (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 citizens 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 measures being taken to comply with SAC requirement.
--

Describe projected use of SAC funds.	Amount
Professional Development	2500.00
Parent Community Involvement	2500.00
Academic Booster Club	2000.00

Describe the activities of the School Advisory Council for the upcoming year.
Data meetings, monitor progress of SIP, Next Generation Sunshine State Standards – the awareness and implementation, contact parents and promote informative meetings involving their students' academic lives at school