

FLORIDA DEPARTMENT OF EDUCATION

Differentiated Accountability



School Improvement Plan (SIP)

Form SIP-1

Proposed for 2011-2012

2011 – 2012 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: St. Johns Technical High School	District Name: St. Johns County School District
Principal: Wayne King	Superintendent: Dr. Joseph Joyner
SAC Chair: Essie Martin	Date of School Board Approval:

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	Wayne King	B.A.-Flagler College M.S.-Jacksonville University	1	11	Tenure at Landrum and Switzerland Point saw high performance. Landrum has been rated an A for all of my time here. We have also seen an improvement in Learning Gains especially with our SWD population. Prior Experience at St. Johns Technical High School resulted in expertise in the

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

					Continuous Improvement Model. St. Johns Technical High School for three years. School improved from an "F" to a "D".
Assistant Principal	Tina Waldrop	B.A.-University of North Florida M.A.E-University of North Florida	1	11	Mrs. Waldrop's most recent position has been as an ESE Coordinator at the district level. She has previously served as Assistant Principal at a Title I school, Webster Elementary, helping to move the school from a "C" to a "B." She was instrumental in opening Creekside High School in 2008, becoming the first Assistant Principal at that school. Her background in ESE will be valuable to the students and staff of SJTHS.

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 and Literacy	Jessica Hattaway	BA Psychology, George Mason University MS Rehabilitation Psychology University of Northern Florida	1	3	Mrs. Hattaway's experience, background in ESE and Reading, is vital in the position. Experience at St. Augustine High School is also key. Jessica is also leading our Continuous Improvement Model and her efforts resulted in 77% Alice B. Landrum's SWD making Learning Gains last year.
Math	Helen Crawford-Connolly	BS. Psychology, GSU M.ED University of North Fl. Certifications: Educational Leadership Math 6-12 Social Science 6-12	1	1	Mrs. Crawford-Connolly is a highly qualified National Board certified teacher. She has 21 years of experience teaching high need students. At her previous schools, she served in various realms of leadership such as Team Leader, new teacher mentor, and SAC committee. 80% and high Learning Gains for Students with Disabilities. 94% of her Algebra students scored higher than the state's

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

		ESE K-12 National Board Certified Teacher			average on end of course exams.
Science	Bruce Manly	BA Middle Grades Math/Science	1	0	Mr. Manley has been a Science teacher for two years in the Duval county school district. He had the highest 8 th grade FCAT scores at the school, and also had 92% of his 7 th grade students pass the End Of Course exam (district average was 54%).

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. Utilization of district PATS program	Principal	ongoing	
2. With the support of the SJCS D, we only hire teachers who meet NCLB's Highly Qualified requirements	Principal, School Turnaround Specialist, Human Resources Director	ongoing	
3. Signing/retention bonuses will be paid to all employees. Performance rewards will be paid to all employees at a rate of 2% of salary if school grade improves, to all instructional personnel who incorporate identified CRISS and Capturing Kids Hearts strategies into instruction, and additional funds to reading and math teachers whose students make annual gains.	Principal, School Turnaround Specialist, Human Resources Director	ongoing	

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

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
None	None	None	None

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
17	0.06% (1)	29.4% (5)	35.2% (6)	29.4% (5)	29.4% (5)	17 (100%)	41.2% (7)	11.8% (2)	35.2% (6)

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
Reid Conner	Russell Luker	Mr. Luker is a tier 1 teacher and Mr. Conner is a highly effective teacher of same content	Regular weekly check-in meetings before school. Two-way classroom observations.
Helen Crawford-Connolly	Erin Tackett	Ms. Tackett is a tier 1 teacher and Mrs. Crawford-Connolly is a highly effective teacher of same content area	Helen will observe Erin’s classes and provide feedback. She will also identify and deliver appropriate professional development as needed.

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

Helen Crawford-Connolly	Sam Munnerly	Although Mr. Munnerly is a highly qualified teacher, he is new to the district.	Classroom observations (Crawford observes Munnerly. Munnerly observes Crawford). Weekly check-in meetings during common planning.
Jessica Hattaway	Tanya Street	Although Ms. Street is a highly qualified teacher, she is new to the district.	Jessica will observe Tanya’s classes and provide feedback. She will also identify and deliver appropriate professional development as needed.

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.

<p>Title I, Part A</p> <p>SJTHS is fortunate to be awarded a School Improvement Grant (SIG), which allows the school to hire additional personnel to assist students who struggle in reading. Specifically, the SIG provides funds for one full time reading teacher and a large portion of a second reading teacher. In addition, the district has assigned a Turnaround Specialist to work with SJTHS full time to assist the principal and teachers in school improvement. All SJTHS teachers are highly qualified and adhere to best practices that ensure student performance. These include ongoing progress monitoring of students. SJTHS uses the Florida Assessment in Reading (FAIR) which is a research-based, comprehensive program to diagnose reading deficiencies. Teachers prescribe reading strategies for students at all reading levels based on FAIR results. Other research-based strategies include: FCAT Explorer, Discovery Assessment, Compass Learning, Plato lab, Florida Achieves and Reading Plus to monitor progress and deliver supplementary instruction and remediation in math, science, reading, writing and social studies.</p>
<p>Title I, Part C- Migrant</p> <p>Title I, Part C- Migrant: Migrant students are identified and served through the district office. A Migrant liaison provides information to migrant families and arranges for various services, as needed.</p>
<p>Title I, Part D</p> <p>N/A</p>

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

<p>Title II</p> <p>Professional development throughout the St. Johns School District is carefully organized, scheduled and monitored by the Title II, Part A, Director of Staff Development. The department utilizes the BBPPRO system for posting, tracking and evaluating professional development. SJTHS faculty and staff participate in workshops offered by the district.</p>
<p>Title III: N/A</p>
<p>Title X- Homeless: District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers to a free and appropriate education.</p>
<p>Supplemental Academic Instruction (SAI): SAI funds allotted to salary and benefits of intensive reading teacher and to help provide transportation for Wednesday Real-Life Connections Skills Camp.</p>
<p>Violence Prevention Programs: There is a school-wide discipline plan that features conflict resolution as a proactive step towards violence prevention. Save Our Students (SOS), a not-for-profit organization, provides an assembly and follow-up materials related to the prevention of self-destructive behaviors and making positive choices. Capturing Kids Hearts Training is offered to all teachers to support the establishment of a positive school culture intolerant of violence.</p>
<p>Nutrition Programs: One of our Real-life Connections Skills Camp courses is "Fitness and Nutrition Bootcamp". During this three-week session, students learn about the importance of fitness and nutrition, participate in activities which help them to develop healthy life-time habits and set goals for the future.</p>
<p>Housing Programs: N/A</p>
<p>Head Start: N/A</p>
<p>Adult Education: N/A</p>
<p>Career and Technical Education: 9th-12th grade students attend First Coast Technical College for vocational elective classes. Courses which offer industry certification include childcare, carpentry, culinary arts, cosmetology, graphic arts, and landscaping. Students may also enroll in small gasoline engines, which does not lead to industry certification at this time.</p>
<p>Job Training: The District procured a grant which resulted in the assignment of a job/career counselor being shared between two other schools and SJT. This counselor works with eligible students to provide lessons on job-related skills and provide individual counseling, internships and support to students related to</p>

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

procuring jobs.

Other: N/A

Response to Instruction/Intervention (RtI)

School-Based RtI Team

Identify the school-based RtI Leadership Team.

Principal: Wayne King

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

Assistant Principal/Turnaround Specialist: Tina Waldrop

Provides administrative assistance to the SJTHS principal, ensures school compliance with federal policies including Title 1 and DA, conducts data chats with teachers, and assists with data disaggregation, RtI, and FCIM.

Instructional Literacy Coach: Jessica Hattaway

Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/ assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that identify students to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Student Success Coach:

Provides support to students by tracking individual academic progress, attendance and discipline. The coach schedules parent conferences, issues contracts and weekly progress reports and serves as a liaison to teachers of vocational courses. The coach will advocate for students, recruit mentors, and provide counseling as needed.

Coordinator for APEX: Essie Martin

Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Provides support to seventh and eighth grade students by tracking individual academic progress, attendance and discipline, serving as an advocate for students, recruiting mentors and providing counseling as needed for all seventh and eighth graders. The APEX coordinator schedules parent conferences, issues contracts and weekly progress reports. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Guidance Counselor: Richard Church

Provides information, guidance and support to students related to scheduling, graduation requirements, testing, scholarships, and GPA monitoring, and counsels students with personal issues as needed. Coordinates FCAT testing. Serves as LEA for ESE department.

Dean: Twila Powers

- Provides vision for both academic and behavioral success.
- Plans, implements and monitors the progress of school improvement.

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

- Implements Response to Intervention as a school-wide method of raising student achievement outcomes through data review and problem-solving
- Systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development and procedures.
- Meeting frequency - weekly

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 designated a working group, including the Assistant Principal and the Instructional Literacy Coach, to represent the team in development and implementation of the school improvement plan as it pertains to RtI. This working group provides data on RtI Tier procedures and goals as well as input regarding academic and behavioral areas that need to be addressed.

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?

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.
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.

Baseline Data

Reading and Math - Florida Comprehensive Assessment Test (FCAT)
Reading - Florida Assessments for Instruction in Reading (FAIR)
Reading, Math, Science - Discovery Education Thinklink
Writing – Writing prompts
Behavior – Daily behavior charts, ABC data

Midyear Data

Reading - Florida Assessments for Instruction in Reading (FAIR)
Reading, Math, Science - Discovery Education Thinklink
Writing – Writing prompts
Behavior – Daily behavior charts, ABC data

End of Year Data

Reading and Math - Florida Comprehensive Assessment Test (FCAT)
Reading - Florida Assessments for Instruction in Reading (FAIR)
Reading, Math, Science - Discovery Education Thinklink
Writing – Writing prompts
Behavior – Daily behavior charts, ABC data

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

Describe the plan to train staff on RtI.

The RtI Leadership Team received initial district training on August 9, 2011. This team will receive additional district training throughout the school year. Professional Development on RtI will be conducted for the staff during the Teacher Inservice day on August 15, 2011. The RtI Leadership team will also evaluate additional staff professional development needs during the faculty meetings and PLC sessions throughout the year.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT):. Jessica Hattaway, Instructional Literacy Coach, Wayne King, Principal, Tina Waldrop, Assistant Principal/ School Turnaround Specialist, Regional Reading Specialist, Wayne Beck, English teacher, Joe Anzelmo, science teacher, Reid Connor, social studies teacher, Helen Crawford-Connolly, math coach, Bruce Manly, science coach.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions):. Literacy Leadership Team meets monthly before school as a PLC from 7:45-9:00AM. Literacy coach, Jessica Hattaway in conjunction with Principal Wayne King and Regional reading specialist will publish an agenda for each meeting.

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

Ensure that all students meet reading learning gains, as defined by state guidelines.

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

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

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.

N/A

****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.

Following FCIM training over the summer, coaches and instructional leaders used the DART model to develop instructional focus calendars for reading, writing, math and science. All teachers participated in a workshop prior to pre-planning where they analyzed data using last year's FCAT results and reports from Snapshot Information System. They identified strengths and weaknesses in reading based on demographics, grade levels and reporting categories, identified drivers and barriers to success for our students, set goals and devised strategies to reach those goals by departments. All teachers incorporate the reading focus calendar skills instruction into daily content lessons. English, reading and social studies teachers also teach explicit focus lessons (in addition to content lessons) based on the skills identified by the reading focus calendar. Members from each department participate on the Literacy Leadership Team and share information and support with team members. Professional development will continue to be provided this year in CRISS strategies, differentiation and explicit content vocabulary instruction for all, and those teachers who have not yet completed FORpd will do so this year. Lesson Study activities will continue to include reading strategies. Board configurations and word walls will reflect vocabulary instruction and lessons in all content areas will incorporate the instruction of reading skills and strategies.

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

**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?

Extended Wednesdays Real World Connections Camp. SJTHS will expand the school year by increasing the school day every Wednesday. SJTHS will conduct a regular school day schedule on Wednesdays, while other schools will continue the Early Release Wednesday. During the last hour of school on Wednesdays, students will be assigned to a reading, writing, math, science, technology, careers or fitness/nutrition class where a team of two teachers will deliver new generation state standards skills practice. Lessons will incorporate real life hands-on activities designed to increase proficiency. Students will rotate every three weeks through each of the skills camps repeating the sequence twice to the end of the school year. The math, reading and science coaches in conjunction with content area teachers will prepare the lessons.

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?

The newly hired Student Success Coach (SSC) will work with teachers to assess the students' comprehensive profile and provide guidance on the most appropriate academic path. The SSC will also monitor student progress related to attendance, behavior, and academics. The coach will collaborate with teachers, First Coast Technical College instructors, workplace employers, parents, and other stakeholders involved in the students' overall success. Richard Church, Guidance Counselor, will continue to form strong bonds with all students. His open door policy means that students with personal, school, or schedule-related issues may see him on an "as needed" basis. Mr. Church also coordinates state standardized testing for SJTHS. Essie Martin oversees the APEX program and also serves as a confidante to students. She works with individual students by suggesting interventions, initiating communication and services between school social workers and community agencies to families in support of the students' academic, emotional, behavioral, and social success.

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.

The entire SJTHS faculty and staff are focusing on Rigor and Relevance this year by: helping students transition successfully into high school; stay on track to graduation; be prepared for moving into postsecondary education training or the workforce; building strong relationships among teachers and students; offering rigorous and relevant academics; and focusing on making students ready for their next step, whether postsecondary education or the world of work. Students who have passed the FCAT will be attending Careers Camp on Wednesdays to learn and practice life skills, research colleges, complete college applications, take job inventories, participate in mock interviews, learn how to design a resume, make a budget and take college visits.

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 2010 FCAT data, what percentage of students achieved proficiency (FCAT Level 3)?
 - Based on 2010 FCAT data, what percentage of students achieved above proficiency (FCAT Levels 4 or 5)?
 - Based on a comparison of 2009 FCAT data and 2010 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 2011 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?
 - What strategies will be used to ensure students make AYP?

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

<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.	1.1.	1.1.	1.1.	1.1.
Reading Goal #1:			Content area teachers need training in delivering reading focus lessons.	Professional development will be provided to content area teachers related to the effective delivery of reading focus mini lessons.	Principal, Literacy coach and all teachers	Review of Lesson Plans and Classroom Observation walkthrough instruments will be used to indicate instruction of reading focus skills. RtI review of formative data will indicate student growth.	Classroom observation walkthrough instrument, lesson plans, FAIR data, probes
Increase the percentage of students achieving proficiency on the 2012 Reading FCAT Test by 5%.	<u>2010 Current Level of Performance:*</u>	<u>2011 Expected Level of Performance:*</u>					
	35	40					
			1.2. Lessons need to reflect real world connections and relevance to students' lives.	1.2. 1. Differentiated Instruction will allow students to be taught based on their learning styles and needs. 2. Professional development will be provided in Problem-based instruction.	1.2. Principal, Literacy coach, Regional Reading specialist	1.2. Department members will analyze exit slips to determine effectiveness of instruction and real world application. Lesson plans and walkthrough observations will reflect curriculum and instruction that makes obvious connections to	1.2. FAIR results, Probe results, Camp exit slips, lesson plans, walkthrough

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

			3.Wednesdsay Real-World Connections Camp will bring relevance to focus skills lessons.		the real world.	
		1.3. Students lack many prerequisite skills needed to meet with success.	1.3.1.Maintain Individual Student Data Folders that will allow students to review and understand their strengths and weaknesses in reading. 2.Targeted skills instruction and support will be provided by placement in appropriate reading class and through remediation of skills not mastered.	1.3. Principal, Literacy coach, paraprofessionals, support facilitation teacher	1.3. Department members will analyze class and individual data to determine effectiveness of instruction and plan for reteaching/remediation/re testing.	1.3. Monthly data chats with students, monthly data disaggregation with teachers, Focus calendar probes, Fair results
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 <u>Reading Goal #2:</u>		2.1. Eligible students need more rigorous curriculum.	2.1. 1. Students will be given the opportunity to attend AP and college prep classes at SAHS. 2. Capable students are encouraged to prepare for Industry Certification Exams in vocational courses.	2.1. Principal, Guidance Counselor, teachers	2.1. 1. The number of students taking high level course work at SAHS, and industry certification exams will reflect growth. 2. Lesson plans and classroom walkthroughs will reflect rigor.	2.1 Student schedules, enrollment data from eSis, FCAT, Industry certification.
Increase the percentage of students achieving above proficiency on the 2012 Reading FCAT Test by 4%.	2010 Current Level of Performance:*	2011 Expected Level of Performance:*				
	10	14				

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

				3. Higher Order thinking questions, activities and differentiated instruction will challenge high achievers.			
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
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
3. Percentage of students making Learning Gains in reading			3.1.	3.1	3.1.	3.1.	3.1.
Reading Goal #3:			Students lack critical prerequisite reading skills.	1. Tier 2 students will receive additional remediation in smaller groups. 2. Teachers will provide targeted instruction using the focus calendar across the contents.	Principal, Instructional Literacy Coach, Language Teachers	Monthly data chats and probes	Student data notebooks and probes. Department members will analyze class data to determine effectiveness of instruction and plan for reteaching, remediation or retesting.
Increase the percentage of students achieving learning gains on the 2011 Reading FCAT Test by 5%.	<u>2010 Current Level of Performance:*</u>	<u>2011 Expected Level of Performance:*</u>					
	51	56					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.

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

			professional development to engage students.			
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 reading		4.1. Students lack critical prerequisite reading skills.	4.1. 1. Disfluent readers are enrolled in Read 180. 2. Students are monitored on administrative data wall. 3. Tutors, paraprofessionals and coaches work to provide support in small settings.	4.1. School Leadership Team, teachers, literacy coach	4.1. RtI	4.1. Weekly probes, Florida Achieves, Fair
Reading Goal #4:						
Increase the total percentage of students in the lowest 25% making learning gains by 3%.	<u>2010 Current Level of Performance:*</u>	<u>2011 Expected Level of Performance:*</u>				
	57	60				
		4.2. History of failure results in student frustration.	4.2. 1. Teachers differentiate instruction to provide more opportunities for individual student success. 2. Success Coach will focus on ninth and tenth grade students who have not met with success, and any other students as needed, to help them set goals in order to achieve annual gains.	4.2. Principal, Teachers, coaches, paraprofessionals, Success Coach	4.2. 1. Lesson plans and walkthrough observations reflect differentiation. 2. Progress monitoring will reflect growth in reading.	4.2. Lesson Plans, weekly probes, Florida Achieves, FAIR

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

		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 reading Reading Goal #5A:	Reading Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)		5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1. Use Snapshot to identify students' individual strengths and weaknesses.	5A.1. Leadership Team	5A.1. Departments meet weekly to monitor student progress and devise strategies to promote continuous progress.	5A.1. Probes, FAIR, Florida Achieves
	All student ethnic groups will achieve AYP.	<u>2010 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<u>2011 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	Students lack critical prerequisite skills to learn on grade level curriculum.			
			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 reading Reading Goal #5B:	Reading Goal #5B: English Language Learners (ELL)		5B.1. N/A	5B.1. N/A	5B.1. N/A	5B.1. N/A	
	N/A	<u>2010 Current Level of Performance:*</u> N/A	<u>2011 Expected Level of Performance:*</u> N/A				
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.

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

		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 reading Reading Goal #5C:	Reading Goal #5C: Students with Disabilities (SWD)	5C.1. Students lack critical prerequisite skills.	5C.1. ESE teachers will provide Support Facilitation, including inclusion and pull out programs (Reading Plus) to provide iii interventions.	5C.1. ESE teachers	5C.1. Reading plus data will be analyzed for growth on IEPs	5C.1. Reading Plus				
		<table border="1"> <tr> <td>2010 Current Level of Performance:*</td> <td>2011 Expected Level of Performance:*</td> </tr> <tr> <td>18</td> <td>20</td> </tr> </table>	2010 Current Level of Performance:*	2011 Expected Level of Performance:*	18	20				
		2010 Current Level of Performance:*	2011 Expected Level of Performance:*							
18	20									
Increase the percentage of Students with Disabilities on the 2011 Reading FCAT Test by 2%.		5C.2. Students often need re-remediation and support in FCAT focus skills.	5C.2. Paraprofessionals, co-teachers, coaches will provide small-group and individual tutoring and remediation to students needing additional support in reading. We will offer after school instruction for test preparation for the FCAT. Offer test preparation for the ACT and SAT.	5C.2. Teachers, paraprofessionals, coaches.	5C.2. RtI processes including Snapshot data will indicate growth in reading.	5C.2. Achieve 3000 es, FAIR, probes, FCAT				
		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	Reading Goal #5D: Economically	5D.1. Students lack critical	5D.1. Department meetings	5D.1. Principal, Literacy	5D.1. RtI processes including	5D.1. Probes, Florida				

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

Yearly Progress (AYP) in reading <u>Reading Goal #5D:</u>	Disadvantaged		prerequisite reading skills.	are held weekly to design iii strategies and interventions to address individual student needs.	Coach, teachers	Snapshot data will identify specific student strengths and weaknesses.	Achieves, FAIR
Increase the percentage of economically disadvantaged students achieving proficiency on the 2012 Reading FCAT Test by 4%.	<u>2010 Current Level of Performance:*</u>	<u>2011 Expected Level of Performance:*</u>					
	31	35					
			5D.2. Students often need re-remediation in focus FCAT skills.	5D.2. Paraprofessionals, co-teachers, coaches will provide small-group and individual tutoring and remediation to students needing additional support in reading.	5D.2. Principal, Literacy coach, teachers, Paraprofessionals	5D.2. RtI processes will identify struggling students.	5D.2. Probes, Florida Achieves, FAIR
			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
During Thursday department meetings, coaches lead discussions of teaching strategies, interventions, and focus lessons.	7-12	Department heads, coaches, teachers	all staff	ongoing	Sign in sheets, agendas and minutes from department meetings	Principal, leadership team, department chairs

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

Lesson Study	7-12	Coaches	all staff	monthly	Lesson plan and classroom walkthroughs will reflect Lesson study practices	Principal, School Turnaround Specialist
Monthly Data Chats	7-12	Admin Team	all staff	monthly	All teachers meet in principal's office to use data wall to monitor student progress.	Principal, School Turnaround Specialist
Literacy Leadership Team	7-12	Literacy Coach	Coaches and teacher representatives	monthly	Literacy Leadership Team meets monthly to monitor student and teacher data and plan related professional development on integrating reading across the curriculum.	Principal, Literacy Coach
Explicit Vocabulary Instruction, Webbs Depth of Knowledge, CRISS strategies	7-12	English Department Chair, Regional Reading Specialist, District Reading specialist, Literacy Coach	all staff	monthly	English Department Chair, Regional Reading Specialist, District Reading specialist, Literacy Coach	Principal, School Turnaround Specialist
Differentiating Instructions	7-12	Literacy Coach, Regional Reading Specialist	all teachers	December, 2011	Lesson Plans and walkthrough observations indicate the application of strategies taught through professional development.	Principal, School Turnaround Specialist

Reading Budget

Include only school-based funded activities/materials and exclude district funded activities/materials.

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

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reading intervention for struggling readers Read 180	Read 180 is considered one of the most effective programs for at risk readers and recommended by the FLDOE	SIG grant	\$74,000.00
Instructional support-current high interest reading materials	Fiction and Non-fiction books to help support reading initiatives and provide students with reading material in real world high interest areas	SIG grant	\$5,000.00
			Subtotal: \$79,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Resource for Individualized instruction	Shared software or educational license, United Streaming, Compass Learning, Plato lab	SIG grant	\$9,000.00
Read 180	Technology support to implement Read 180	SIG grant	\$1,000.00
			Subtotal: \$10,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide teachers with relevant professional development and opportunities to collaborate with peers.	Shared resource, substitutes will be hired for every teacher once per quarter to provide teachers with additional planning time.	SIG grant	\$8,800.00
Provide teachers with ongoing research based professional development.	Shared resource, high quality, relevant professional development to include: Differentiated Instruction, Lesson Study, Capturing Kids Hearts, FCIM, Discovery Education Assessments, Read 180, and Compass Learning.	SIG grant	\$6,000.00
Provide teachers with professional development opportunities beyond the school location or day. Provide opportunities for teachers or administrators to make home visits as	Shared resource, provide travel assistance for teachers traveling to professional development, training, or home visits when necessary.	SIG grant	\$7,636.00

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

needed.			
Provide teachers with professional development opportunities including registration costs, dues, fees, and tuition.	Shared resource, registration fees and dues not related to travel.	SIG grant	\$1,500.00
			Grand Total:\$216,508.00

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 2010 FCAT data, what percentage of students achieved proficiency (FCAT Level 3)?
 - Based on 2010 FCAT data, what percentage of students achieved above proficiency (FCAT Levels 4 or 5)?
 - Based on a comparison of 2009 FCAT data and 2010 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 2011 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?
 - 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?

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

- 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. Attendance	1.1. Inform both students and parents of importance of attendance and school attendance policy Reward good attendance Make class lessons engaging and interesting	1.1. Teachers, Principal, Turnaround specialist	1.1. Attendance data	1.1. Attendance reports
Mathematics Goal #1:							
Increase the percentage of students achieving proficiency (Level 3) on the 2012 Math FCAT Test by 4%.	2010 Current Level of Performance:*	2011 Expected Level of Performance:*					
	41	45					
			1.2. Instructional Staff needs additional training in providing focus lessons	1.2. School-wide focus calendar Teacher training on strategies to present focus lessons	1.2. Principal, Turnaround specialist, Math coach	1.2. Classroom observations Lesson plans Monthly data discussions between teachers and administration	1.2. Probes on focus lessons

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

			Math Coach support in classroom and in planning engaging lessons			
		1.3. Lack of real world relevance	1.3. Project based activities that are real world related Afterschool real-world skills camp on Wednesdays	1.3. Principal, Turnaround specialist, Math coach	1.3. Classroom observations Lesson plans Wednesday real-life skills camp lessons	1.3. Probes End results of projects Success in Wednesday Camp
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 mathematics		2.1. Attendance	2.1. Inform both students and parents of importance of attendance and school attendance policy Reward good attendance Plan engaging lessons	2.1. Principal, Turnaround Specialist, Math Coach	2.1. Attendance data	2.1. Attendance Reports
<u>Mathematics Goal #2:</u>						
Increase the percentage of students achieving above proficiency (Levels 4 or 5) on the 2012 Math FCAT Test by 3%.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*				
	7	10				
		2.2. Motivation	2.2. Make real world connections Lesson Study to produce effective and engaging lessons Reward high level achievement	2.2. Principal, Turnaround Specialist, Math Teachers, Math Coach	2.2. FCAT Explorer Focus Calendar probes Lesson Study colloquium	2.2. Results of probes Results of FCAT Explorer Success in real-life skills camp

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

			Wednesday real-life skills camp			
		2.3	2.3	2.3	2.3	2.3
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
3. Percentage of students making Learning Gains in mathematics		3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3:		Attendance	Inform both students and parents of importance of attendance and school attendance policy	Teachers, Principal, Turn-Around Specialist, Math Coach	Attendance Data	Attendance Reports
Increase the percentage of students making learning gains on the 2012 Math FCAT Test by 5%.	2010 Current Level of Performance:*	2011 Expected Level of Performance:*	Reward good attendance			
	69	74	Plan engaging lessons			
		3.2.	3.2.	3.2.	3.2.	3.2.
		Lack of real-world relevance	Projects Hands-on activities and manipulatives Real-Life Skills Camp on Wednesdays	Teacher, Principal, Turn-Around Specialist, Math Coach	Classroom observations and walk-throughs Lesson plans	Probes and tests Success in Wednesday Camp
		3.3.	3.3.	3.3.	3.3.	3.3.
		Students often require support and remediation in FCAT math skills.	Focus Lessons Paraprofessionals, coaches, and co-teachers will provide small group and individualized tutoring and remediation for struggling students.	Math coach, Teachers	RtI processes including the use of Snapshot will indicate growth.	Probes FCAT results

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
4. Percentage of students in Lowest 25% making learning gains in mathematics Mathematics Goal #4:			4.1. Attendance	4.1. Inform both students and parents of importance of attendance and school attendance policy Reward good attendance Lessons are engaging	4.1. Teachers, Principal, Turnaround Specialist, Math Coach	4.1. Attendance data	4.1. Attendance reports
Increase the percentage of students in Lowest 25% making learning gains on the 2012 Math FCAT Test by 2%.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	73	75					
			4.2. Prerequisite skills have not been mastered	4.2. Remediation through math paraprofessional, coach, and teacher Use of FASTT math and other resources Focus Lessons	4.2. Math Teachers, Math Coach	4.2. Student math skills improve on probes and skill tests	4.2. Student math skills improve on probes and skill tests
			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:			5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1. Inform both students and parents of importance of attendance and school attendance policy	5A.1. Math Teachers, Math Coach, Principal, Turnaround Specialist	5A.1. Attendance data	5A.1. Attendance reports
Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)							
Increase the percentage of Black	2010 Current Level of Performance:*	2011 Expected Level of Performance:*	Attendance				

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

students achieving proficiency (Level 3) on the 2011 Math FCAT Test by 8%.	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:		Reward regular attendance Make lesson plans engaging and interesting			
			5A.2. Lessons lack real world connections and relevance	5A.2. Project based activities that are real world related Afterschool real-world skills camp on Wednesdays	5A.2. Math Teachers, Math Coach, Principal, Turnaround Specialist	5A.2. Classroom Observations Lesson plans Wednesday camp lessons	5A.2. Probes End results of projects Success in Wednesday camp
			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.	5B.1.	5B.1.	5B.1.	5B.1.
			N/A	N/A	N/A	N/A	N/A
N/A	<u>2010 Current Level of Performance:*</u>	<u>2011 Expected Level of Performance:*</u>					
	N/A	N/A					
			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

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

5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5C: Increase the percentage of Students with Disabilities achieving proficiency (Level 3) on the 2012 Math FCAT Test by 3%.	Mathematics Goal #5C: Students with Disabilities (SWD)		5C.1. Attendance	5C.1. Inform both students and parents of importance of attendance and school attendance policy Reward good attendance Lessons are engaging and interesting	5C.1. Math Teachers, Math Coach, Principal, Turnaround Specialist	5C.1. Attendance Data	5C.1. Attendance Reports
	2010 Current Level of Performance:*	2011 Expected Level of Performance:*					
	20	23					
			5C.2. Students lack prerequisite skills needed to be successful	5C.2. Use student data folders for students to understand strengths/weaknesses Differentiated instruction Remediation of skills not mastered	5C.2. Math Coach, Math Teachers, Math paraprofessionals	5C.2. Data chats between teachers and students Data discussions between teachers and administration Retesting on probes	5C.2. Probes and tests Classroom observations
			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: Enter narrative for the goal in	Mathematics Goal #5D: Economically Disadvantaged		5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
	2010 Current Level of Performance:*	2011 Expected Level of Performance:*					

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

<i>this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			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
CRISS strategies	7 - 12 Grade	CRISS trainers	School-Wide	Summer Training or Fall Training	-Use in Lesson Plans -Classroom Observations -Discussion in department meetings	Principal, Math Coach, Turnaround Specialist
PLATO Software	7 - 12 Grade	Math Coach, Math paraprofessional and PLATO trainers	School-Wide	Summer Training or Fall Training	Use in Lesson Plans Classroom Observations Discussion in department meetings	Principal, Math Coach, Turnaround Specialist
FASTT Math Software	7 - 12 Grade	Math Chair, Math Paraprofessional	Math Department	Training by end of October during one to two dept meetings	Use in student remediation Discussion in department meetings, Reports on student use generated from software	Math Coach
Lesson Study	7 - 12 Grade	Coaches	School-Wide	One complete lesson study cycle per semester	Lesson Study Team Discussions	Principal, Coaches
FCTM conference	Math	Various	Math Teachers and/or Math Coach	Sept 30 - Oct 2, 2011	Discussion and application of strategies from conference	Math Coach
Hands on Activities, Manipulatives and	7 - 12 Grade	Math Teachers, Math	Math Department	Discuss activities once a month during department meetings	One project during each quarter for students	Principal, Turnaround Specialist, Math Coach

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

Projects		Curriculum Specialist, Math Coach			Hands on activities and manipulatives in classrooms	
Interactive Word Wall Training	7 - 12 Grade	Math Coach	Math Department	Training by end of October	Classroom visitations Discussion during department meetings	Math Coach, Principal, Turnaround Specialist

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
No Data	No Data	No Data	No Data

Subtotal:\$0.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
Assist low performing students in math fact fluency	FASTT Math software	SIG grant	\$3,380.00
Individualized instruction resource	Shared software or educational license	SIG grant	\$0.00

Subtotal: \$3,380.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Provide teachers with on-going research based professional development	Shared resource, high quality, relevant professional development to include: Differentiated Instruction, Lesson Study, Capturing Kids Hearts, FCIM, Discovery Education Assessments, Read 180	SIG grant	\$0.00
Provide teachers with professional development opportunities beyond the school location or day; provide opportunities for teachers or administrators to make home visits as needed.	Shared resource, provide travel assistance for teachers traveling to professional development, training, or home visits when necessary	SIG grant	\$0.00

Subtotal: \$0.00

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

Other			
Strategy	Description of Resources	Funding Source	Available Amount
Supplemental incentive pay for demonstrated usage of teacher best practices	Shared resource, possible incentive pay for teachers who can demonstrate usage of Capturing Kids Hearts, CRISS, Gradual Release, and Differentiated Instruction	SIG grant	
			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 2010 FCAT data, what percentage of students achieved proficiency (FCAT Level 3)?
 - Based on 2010 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 2011 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?

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

* 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. Attendance	1.1. 1. Coach will assist teachers and teachers will collaborate to design lessons using research-based strategies for more effective and engaging lessons. 2. Teachers will design and deliver more engaging lessons that focus on real world content and application. 3. Coaches and teachers will participate in the Lesson Study process to produce a bank of highly effective lessons to be used as models for	1.1. Coach, administration	1.1. Monitor attendance and track trends Evaluate engagement by monitoring discipline problems and missing work.	1.1. Record and report student attendance, monitor trends in discipline problems and missing work.
Science Goal #1:							
Increase the percentage of students achieving above proficiency on the 2012 Science FCAT Test by 2%.	2010 Current Level of Performance:*	2011 Expected Level of Performance:*					
	33	35					

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

				<p>lesson development.</p> <p>4. Teachers will be active participants in the school-wide attendance initiative.</p>			
			1.2. Prerequisite skills	<p>1.2.</p> <p>1. Use FCAT released data to develop a focus calendar to re-teach and review problem areas when data indicates it is necessary to address deficiencies in a large group. Use pull-outs, tutoring, or extra teachers in the room to address deficiencies when data shows they involve individual students or small groups.</p> <p>2. Use ThinkLink weekly probes, formative assessments, quizzes, and chapter tests to determine weak areas for individual students. When the data indicates it is necessary use pull-outs, small group instruction, or extra teachers in class to work with individual students or groups of</p>	1.2. Coach, Administration	<p>1.2.</p> <p>Review of weekly probes, ThinkLink data, and results of formative assessments to determine trends in large group instruction or individual needs.</p> <p>Teachers will meet with students on a monthly basis to communicate progress and identify problems.</p> <p>Teachers will meet with coach on a weekly basis and as needed to communicate concerns and collaborate on specific needs identified from the data gathered.</p>	1.2. Probes, ThinkLink, formative assessments

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

			students who need additional assistance with specific skills.			
		1.3. Lack of motivation and negative attitude toward learning	1.3. 1. Coach will provide professional development on engagement strategies, 21st century skills, and real world connections. 2. Teachers and coach will collaborate to design relevant engaging lessons with real world connections, which will increase the potential for student interest, participation, and success.	1.3. Coach and Administration	1.3. Reflective meetings with coaches and teachers, classroom observation	1.3. Reflective discussions, classroom observations, student surveys
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.	2.1.	2.1.	2.1.	2.1.
<u>Science Goal #2:</u>		Lack of motivation and a negative attitude toward learning	1. Coach will provide professional development on engagement strategies, 21st century skills, and real world connections. 2. Teachers and coach will collaborate to design relevant engaging lessons with real world connections,	Coach, Administration	Reflective meetings with coach and teachers, student surveys, classroom observation	Classroom observations, student surveys
Increase the percentage of students achieving above proficiency on the 2011 Science FCAT Test by 3%.	<u>2010 Current Level of Performance:*</u> 1	<u>2011 Expected Level of Performance:*</u> 4				

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

				which will increase the potential for student interest, participation, and success.			
			2.2. High achieving students become disengaged when they are not challenged	2.2. Use differentiated instruction in classroom instruction, provide opportunities for choice in assignments or class work when applicable, provide individual opportunities based on data from probes and formative assessments which could include, alternative/additional content or assignments, pull-outs or the use of extra teachers in the room.	2.2. Teachers, Coach	2.2. Student data chats, evaluation of student work	2.2. Student and teacher feedback, student work
			2.3	2.3	2.3	2.3	2.3

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
Unpacking the Standards	7-12	Coach	Science Department	By the end of September	Discussions between teachers and coaches, comparisons of standards and teaching and assessment and content taught, classroom observations	Coach, Administrators

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

Writing and implementing higher order questioning and essential questions	7-12	Coach	Science Department	By the end of October	Lesson Plan review, classroom observations, reflective follow up discussions between teachers and coach	Coach, Administration
Best practices in data collection, evaluation, and implementation	7-12	Coach	Science Department	Initial training in pre-planning, follow-up and additional training by the end of November	Review of data notebooks, participation in data chats with teachers and students, reflective discussions between teachers and coach	Coach

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
Provide hands on opportunities for students	Supplies for activities	SIG grant	\$3,500.00
Provide hands on laboratory experiments for students	Upgrade science laboratory to include the purchase of a clean air ductless fume hood (portable)	SIG grant	\$7,000.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Individualized instruction resource	Shared software or educational licenses	SIG grant	
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide teachers with on-going research based professional development	Shared resource, high quality, relevant professional development to include: Differentiated Instruction, Lesson Study, Capturing Kids Hearts, FCIM, Discovery Education Assessments, Read 180, and Compass Learning	SIG grant	

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

Provide teachers with professional development opportunities beyond the school location or day, Provide opportunities for teachers or administrators to make home visits as needed.	Shared resource, registration fees and dues not related to travel	SIG grant	
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Supplemental incentive pay demonstrated usage of teacher best practices	Shared resource, possible incentive pay for teachers who can demonstrate usage of: Capturing Kids Hearts, CRISS, Gradual Release, and Differentiated Instruction	SIG grant	
			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 2010 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 2011 FCAT?
 - Which student subgroups did not achieve AYP targets on the 2010 FCAT?
 - What are the anticipated barriers to increasing the number of subgroups achieving AYP on the 2011 FCAT?
 - What strategies will be used to ensure students achieve AYP on the 2011 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)?
 - 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?

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

- 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. Students need to write for a purpose they perceive to be relevant.	1.1. All students will participate in Wednesday Real Life Connections Writing Skills Camp	1.1. Principal, English Teachers, Principal Literacy Coach	1.1. Writing prompts are scored with predetermined rubrics	1.1. Write Score, Writing prompts, FCAT Writes
<u>Writing Goal #1:</u>							
Increase percentage of 8th and 10th grade students scoring at or above level 4(based on 2011-12 standard) proficiency) by 5%.	2010 Current Level of Performance:*	2011 Expected Level of Performance:*					
	73	78					

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

			1.2. Writing needs to be integrated into all coursework across the curriculum.	1.2. Students will be required to write exit slips in all classes addressing the lesson's "essential question"	1.2. Literacy Coach, all teachers, principal	1.2. Exit slips will be used to assess student understanding of lesson and to reinforce key writing skills.	1.2. Writing prompts, FCAT Writes, Exit slips
			1.3. The rigor of students' writing instruction will need to be reflective of the higher grading standard for the 2011-12 FCAT Writes.	1.3. Explicit writing instruction for all 8th and 10th graders will be delivered through English classes as well as a Mass Media elective.	1.3. Literacy Coach, English teachers	1.3. Writing portfolios will be kept on each student to document growth in critical skills	1.3. Writing prompts, FCAT Writes, Real-life writing samples (news articles, letters, reports, essays, etc)
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 <u>Writing Goal #2A:</u>	Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian)		2A.1. White: Black: Hispanic: Asian: American Indian:	2A.1.	2A.1.	2A.1.	2A.1.
<i>Enter narrative for the goal in this box.</i>	<u>2010 Current Level of Performance:*</u>	<u>2011 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					

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

		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
		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.	3B.1.	2B.1.	2B.1.	2B.1.
<i>Enter narrative for the goal in this box.</i>	2010 Current Level of Performance:*	2011 Expected Level of Performance:*				
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>				
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
		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.	2C.1.	2C.1.	2C.1.	2C.1.
<i>Enter narrative for the goal in this box.</i>	2010 Current Level of Performance:*	2011 Expected Level of Performance:*				
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>				
		2C.2.	2C.2.	2C.2.	2C.2.	2C.2.
		2C.3.	2C.3.	2C.3.	2C.3.	2C.3.

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 subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2D. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2D: <i>Enter narrative for the goal in this box.</i>	Writing Goal #2D: Economically Disadvantaged		2D.1.	2D.1.	2D.1.	2D.1.
	2010 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2011 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>				
			2D.2.	2D.2.	2D.2.	2D.2.
			2D.3.	2D.3.	2D.3.	2D.3.

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

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
Instructional implications of Florida Writes Scoring	8th and 10th English Classes	Secondary Language Arts Program Specialist	All Language Arts teachers	November, 2011	Practice Writing Prompt	Secondary Language Arts Program Specialist
Writing Across the Curriculum	All Content areas	Secondary Language Arts Specialist	All Content Area Teachers	October, 2011	Cross content writing Fair	Secondary Language Arts Program Specialist

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
No Data	No Data	No Data	

Subtotal:

Technology

Strategy	Description of Resources	Funding Source	Available Amount
Individualized instruction resource	Shared software or educational license	SIG grant	
Provide students with digital media resources to make real world connections to writing content and skills.	Video memory cards, cameras, audio books, and cassettes to be used as support materials for creative and technical writing	SIG grant	

Subtotal:

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Provide teachers with on-going research based professional development.	Shared resource, high quality, relevant professional development to include: Differentiated Instruction, Lesson	SIG grant	

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

	Study, Capturing Kids Hearts, FCIM, Discovery Education Assessments, Read 180, and Compass Learning		
Provide teachers with professional development opportunities beyond the school location or day, Provide opportunities for teachers or administrators to make home visits as needed.	Shared resource, provide travel assistance for teachers traveling to professional development, training, or home visits when necessary	SIG grant	
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Supplemental incentive pay demonstrated usage of teacher best practices	Shared resource, possible incentive pay for teachers who can demonstrate usage of: Capturing Kids Hearts, CRISS, Gradual Release, and Differentiated Instruction	SIG grant	
			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 2009-2010?
- How many students had excessive absences (10 or more) during the 2009-2010 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 2010-2011?
- How many students had excessive tardies (10 or more) during the 2009-2010 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 2010-2011?

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

* 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. Lack of parental support	1.1. Improve parental support through improved communications including quarterly newsletter, Alert Now phone messages, semester open houses with spaghetti suppers and parent education seminars.	1.1. Principal, School Turnaround Specialist, Student Success Coach	1.1. Attendance rates examined at weekly leadership team meetings will indicate improved rates	1.1. eSis attendance reporting data
Attendance rates will be improved by 1%	2011 Current Attendance Rate:*	2012 Expected Attendance Rate:*					
	90	91					
	2011 Current Number of Students with Excessive Absences (10 or more)	2012 Expected Number of Students with Excessive Absences (10 or more)					
	Enter numerical data for current number of absences in this box	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)						

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

	<i>Enter numerical data for current number of students tardy in this box.</i>	<i>Enter numerical data for expected number of students tardy in this box.</i>					
			1.2. Scattered population means if students miss bus, they often miss school.	1.2. Increase parental understanding of importance of students attending school daily through parent phone calls/conferences, quarterly newsletters, parent education seminars.	1.2. Principal, Dean, Attendance clerk	1.2. Weekly and quarterly reports are analyzed at weekly leadership meetings to determine progress toward goal	1.2. eSis attendance reporting data
			1.3. Retention and lack of success affects student morale and motivation.	1.3. Provide meaningful incentives for students who maintain regular attendance.	1.3. Principal, Confidential Secretary	1.3. Weekly and quarterly reports are analyzed at weekly leadership meetings to determine progress toward goal	1.3. eSis attendance reporting data

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
Attendance Policy Review	7-12	Principal	All Instructional Staff	8/17/11	eSis attendance reporting data will be inspected at weekly leadership meetings	Principal
District RtI Specialist	7-12	Dave Morrell	RtI team	9/1/11	eSis attendance data	Principal

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

works with RtI team to develop ambitious goals and devise strategies to improve attendance.						
Lesson Study	7-12		All Instructional Staff	Professional Development Wednesday in October	Classroom Walkthroughs	Principal, School Turnaround Specialist

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
No Data	No Data	No Data	
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Integrate modern technology to add interest to instruction	Classroom set of Ipod Touches	Drivers Ed	
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Lesson Study Training will support teachers in bringing relevance to the curriculum	stipends for 5 teachers to attend Shultz Center training		
Capturing Kids Hearts	Stipends and registration fees		
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Meaningful incentives will reward students for regular attendance	Walmart gift cards, laptop and car drawings	residual Pepsi funds, Drivers Ed	
			Grand Total:

End of Attendance Goals

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

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 2009-2010?
- What was the total number of out-of school suspensions for 2009-2010?
- What was the total number of students suspended in school in 2009-2010?
- What was the total number of students suspended out of school in 2009-2010?
- 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 2010-2011?
- What strategies and interventions will be utilized to decrease the number of students suspended for 2010-2011?

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

* 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. Students arriving from zones throughout the District often have inter-personal/cultural conflicts with students from different zones.	1.1. Teen Leadership and Capturing Kids Hearts Curriculum helps students to improve inter-personal relations.	1.1. Principal, Teachers, Dean	1.1. Leadership Team meets weekly to analyze data related to discipline and attendance. Data will reflect improvement.	1.1. SSIR and eSis reports. Chart/graphs produced by dean
The number of In-school and Out-of-School suspensions will be reduced by 10% for the school year 2011-12.	2011 Total Number of In-School Suspensions	2012 Expected Number of In-School Suspensions					
	297	240					
	2011 Total Number of Students Suspended In-School	2012 Expected Number of Students Suspended In-School					
	143	108					
	2011 Number of Out-of-School Suspensions	2012 Expected Number of Out-of-School Suspensions					
175	154						
2011 Total Number of Students Suspended Out- of- School	2012 Expected Number of Students Suspended Out- of-School						
120	100						
			1.2. Lack of supervision on open college campus results in increased incidents.	1.2. 1.Full-time Youth Resource Deputy is assigned to improve supervision of both schools. 2. Golf cart purchased with Drivers Ed funds allows staff to cover more territory more	1.2. Principal, Dean, Youth Resource Deputy	1.2. Leadership Team meets weekly to analyze data related to discipline and attendance. Data will reflect improvement.	1.2. SSIR and eSis reports. Chart/graphs produced by dean

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

			quickly in order to improve supervision of high school students on FCTC campus.			
		1.3. Students' frustration at being behind in grade level and lack of success in school result in frustration/behavior issues.	1.3. PLATO Credit Recovery lab offers students opportunity to accelerate credits and regain lost ground due to previous retentions.	1.3. Principal, Guidance Counselor, PLATO lab teacher	1.3. Leadership team meets weekly to analyze data related to discipline and attendance. Data will reflect improvement. PLATO lab completion logs reflect student acceleration	1.3. SSIR and eSis reports. Chart/graphs produced by dean, student transcripts

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
District Behavior Specialist works with instructional staff to learn strategies to improve student behavior.	7-12	George Freeman	All instructional staff	November, 2011	Weekly Leadership Meetings will analyze data from eSis reports; walkthrough observations reflect improved classroom management	Behavior Specialist, Principal, Teachers
Additional training in Lesson Study helps teachers develop more engaging, meaningful lessons.	7-12		All instructional staff	November	Classroom walkthroughs indicate effective strategies are being taught	Regional Reading Specialist, Principal
All instructional staff will be trained in	7-12	CKH Facilitator	All instructional staff	October, 2011	PLCs related to CKH will feature discussions related to initiative.	School Turnaround

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

Capturing Kids Hearts.					Agendas/sing in logs for PLC	Specialist, Principal
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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
No Data	No Data	No Data	

Subtotal:

Technology

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	

Subtotal:

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount

Subtotal:

Other

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	

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.

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

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			1.1. Lack of parental support/involvement	1.1. Improve parental support through improved communications, including quarterly newsletter, Alert Now phone messages, semester open houses with spaghetti suppers and parent education seminars.	1.1. Principal, Student Success Coach	1.1. Drop out data from eSis reports will reflect improved graduation rates	1.1. Graduation report eSis and SSIR data
Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2009-2010 school year.</i>							
To insure successful transition as students progress through the grade levels toward graduation, St. Johns Technical High School will continue to offer programs that remediate / accelerate students in need of services beyond the regular classroom.	<u>2011 Current Dropout Rate:*</u>	<u>2012 Expected Dropout Rate:*</u>					
	3.5%	3%					
	<u>2011 Current Graduation Rate:*</u>	<u>2012 Expected Graduation Rate:*</u>					
	50%	55%					
			1.2. Retention and lack of success results in student frustration.	1.2. 1. Provide meaningful incentives for students who stay in school. 2. Guidance counselors/school success coaches provide individual counseling for students	1.2. Principal, Guidance Counselors, Student Success Coach	1.2. Drop out data from eSis reports will reflect improved graduation rates	1.2. Graduation report eSis and SSIR data

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

			3. PLATO computer lab allows students to move through course work at an accelerated pace.			
		1.3. Students are bored and fail to understand relevance of education and real world applications.	1.3. Teachers participate in CRISS strategies training and Lesson Study to add engaging activities and a real-world relevance to lessons.	1.3. Principal, Math Coach, Science Teacher	1.3. Drop out data from eSis reports will reflect improved graduation rates.	1.3. Graduation report eSis and SSIR data

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
Monday – Leadership Team Meetings: monitor overall school progress	Principal, Turnaround Specialist, Guidance Counselor, Student Success Coach, Math Coach, Literacy Coach, Science Coach, School secretary	Wayne King, Principal	School Culture, Attendance, Behavior and academic goals	Every Monday at 9:30 AM	Principal assigns specific tasks for each member for follow up next Monday	School Principal

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

Tuesday – Department Meetings: Coaches will spearhead discussion of teaching strategies, interventions, and focus lessons.	Grades 7-12, reading math, science, history, health	Literacy Coach, Math Coach, Science Coach	All teachers will participate in weekly department meetings with coaches.	Every Tuesday at various times during common planning.	Coaches will keep sign in sheets and provide the principal with minutes of meeting for strategic planning	Coaches
Thursday - First Thursday of the month, all departments have data chats with administration for progress monitoring of students	Grades 7-12	All teachers will participate in on-going progress monitoring of students using the Response to Intervention and the Continuous Improvement Model.	All teachers meet in the principal's office to review student progress. A data wall that displays up to date student data will be utilized for analyzing individual student data and determining interventions.	The first Thursday of every month.	School principal and Turnaround Specialist will facilitate the data chats with all teachers including the departmental coaches.	School principal and Turnaround Specialist will facilitate the data chats with all teachers including the departmental coaches.

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
No Data	No Data	No Data	
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	

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

				Subtotal:
Professional Development				
Strategy	Description of Resources	Funding Source	Available Amount	
Capturing Kids Hearts	Registration fees and stipends paid to teachers	1003(G) SIG grant		
				Subtotal:
Other				
Strategy	Description of Resources	Funding Source	Available Amount	
No Data				
				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?

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

PARENT INVOLVEMENT GOAL(S)	Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or</i>	1.1. Low Socio-economic population means most parents work, some lack	1.1. Increase and improve school to home communications through Alert Now	1.1. Principal, School Success Coach, mass media teacher	1.1. Student growth is reflected through RtI processes.	1.1. Achieve 3000 probes, FAIR, FCAT

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

<i>unduplicated.</i>		transportation so attending school functions is a challenge.	messages, monthly newsletters, school newspaper.				
50% (125) parents will be actively involved at school.	<u>2011 Current level of Parent Involvement</u> .*	<u>2012 Expected level of Parent Involvement</u> .*					
	<u>15%</u>	<u>25%</u>					
			1.2. Parents lack skills to assist students at home.	1.2. Provide parents with FCAT strategies training.	1.2. Leadership Team	1.2. Student Growth is reflected through RtI processes.	1.2. Achieve 3000 probes, FAIR, FCAT
			1.3. Students are resistant to having parents involved at high school level.	1.3. Provide incentives and rewards to students when their parents attend school functions and conferences.	1.3. Leadership Team	1.3. Student Growth is reflected through RtI processes.	1.3. Sign in sheets from school events and conferences, Achieve 3000 probes, FAIR, FCAT

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
FCAT strategies training for Parents	7-12	Instructional coaches	parents, teachers	November, February	Sign in sheets will reflect strong attendance. RtI processes indicate student growth.	Principal, Leadership team

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

Capturing Kids Hearts Training helps teachers learn strategies for inspiring parental support	7-12	CKH trainer	all teachers	Summer, October 2011	RtI processes reflect student growth.	Principal, Leadership Team

Parent Involvement Budget

*** Please ensure that items included in the Parental Involvement Policy/Plan (PIP) are outlined in the following budget section.**

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
No Data	No Data	No Data	\$0.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
FCAT strategies training for parents	Food will be purchased for program	SIG grant	\$300.00
Capturing Kids Hearts Training	Stipends provided for teachers attending during summer, registration fees	SIG grant	\$0.00
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Grand Total: \$300.00

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

End of Parent Involvement Goal(s)

Additional Goal(s): Character Counts!

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

Character Counts! Goals			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 Character Counts! Goal #1:			1.1.	1.1.	1.1.	1.1.	1.1.
1,218 total days of instruction were missed by students due to In- and Out- of-School suspension. There will be a 10% improvement in the days missed by students due to ISS and OSS.	2011 Current Level :*	2012 Expected Level :*	Students' behavior at school interferes with their learning.	1. School Culture will teach and reinforce Character Counts philosophy. 2. Kids Hearts strategies will help students make choices that build and reflect strong character. 3. Bucks Club results in students recognizing each other for showing good character.	All staff	eSis reports of ISS and OSS will indicate decreased number of school days missed due to behavior incidents	eSis reports
	<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	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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2011-2012 School Improvement Plan (SIP)-Form SIP-1

				meetings)		
Capturing Kids Hearts Training teaches teachers how to inspire parental support	7-12	CKH trainer	teachers	summer 2011, October	RtI processes will reflect student growth	Principal

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
No Data	No Data	No Data	\$0.00
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Capturing Kids Hearts	Registration fees and stipends paid to teachers attending the summer training	SIG grant	\$4,500.00
			Subtotal:

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

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data			\$0.00
			Grand Total: \$4,500.00

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)			
Strategy	Description of Resources	Funding Source	Available Amount
Reading--Reading intervention for struggling readers Read 180	Read 180 is considered one of the most effective programs for at risk readers and recommended by the FLDOE	SIG grant	\$74,000.00
Reading--Instructional support-current high interest reading materials	Fiction and Non-fiction books to help support reading initiatives and provide students with reading material in real world high interest areas	SIG grant	\$5,000.00
Science--Provide hands on opportunities for students	Supplies for activities	SIG grant	\$3,500.00
Science--Provide hands on laboratory experiments for students	Upgrade science laboratory to include the purchase of a clean air ductless fume hood (portable)	SIG grant	\$7,000.00
			Subtotal: \$89,500.00
Technology			

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

Strategy	Description of Resources	Funding Source	Available Amount
Reading--Resource for Individualized instruction	Shared software or educational license, United Streaming, Compass Learning, PLATO lab	SIG grant	\$9,000.00
Reading--Read 180	Technology support to implement Read 180		\$1,000.00
Mathematics--Assist low performing students in math fact fluency	FASTT Math software	SIG grant	\$3,380.00
Mathematics--Individualized instruction resource			\$0.00
Science--Individualized instruction resource	Shared software or educational licenses	SIG grant	\$0.00
Writing--Individualized instruction resource	Shared software or educational license	SIG grant	\$0.00
Writing--Provide students with digital media resources to make real world connections to writing content and skills.	Video memory cards, cameras, audio books, and cassettes to be used as support materials for creative and technical writing		\$4,000.00
Writing--Provide students with the technological skills necessary to meet the demands of further education in employable high demand fields such as writing for digital media and graphic arts.	iMac computers to be used as support material in creative and technical writing		\$12,000.00
Attendance--Integrate modern technology to add interest to instruction	Classroom set of Ipod Touches	Drivers Ed	\$5,000.00
			Subtotal: \$34,380.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Reading--Provide teachers with relevant professional development and opportunities to collaborate with peers.	Shared resource, substitutes will be hired for every teacher once per quarter to provide teachers with additional	SIG grant	\$8,800.00

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

	planning time.		
Reading--Provide teachers with ongoing research based professional development.	Shared resource, high quality, relevant professional development to include: Differentiated Instruction, Lesson Study, Capturing Kids Hearts, FCIM, Discovery Education Assessments, Read 180, and Compass Learning.	SIG grant	\$6,000.00
Reading--Provide teachers with professional development opportunities beyond the school location or day. Provide opportunities for teachers or administrators to make home visits as needed.	Shared resource, provide travel assistance for teachers traveling to professional development, training, or home visits when necessary.	SIG grant	\$7,636.00
Reading--Provide teachers with professional development opportunities including registration costs, dues, fees, and tuition.	Shared resource, registration fees and dues not related to travel.	SIG grant	\$1,500.00
Mathematics--Assist students by attending FCTM presentations	FCTM presentations	SIG grant	\$249.00
Mathematics--Provide teachers with relevant professional development and opportunities to collaborate with peers	Shared resource, substitutes will be hired for every teacher once per quarter to provide teachers with additional planning time	SIG grant	\$0.00
Mathematics--Provide teachers with on-going research based professional development	Shared resource, high quality, relevant professional development to include: Differentiated Instruction, Lesson Study, Capturing Kids Hearts, FCIM, Discovery Education Assessments, Read 180, and Compass Learning	SIG grant	\$0.00
Mathematics--Provide teachers with professional development opportunities beyond the school location or day; provide opportunities for teachers or administrators to make home visits as needed.	Shared resource, provide travel assistance for teachers traveling to professional development, training, or home visits when necessary	SIG grant	\$0.00
Mathematics--Provide teachers with professional development opportunities including registration costs, dues, fees, tuition	Shared resource, substitutes will be hired for every teacher once per quarter to provide teachers with additional planning time	SIG grant	\$0.00
Science--Provide teachers with relevant professional development and opportunities to collaborate with peers	Shared resource, substitutes will be hired for every teacher once per quarter to provide teachers with additional	SIG grant	\$0.00

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

	planning time		
Science--Provide teachers with on-going research based professional development	Shared resource, high quality, relevant professional development to include: Differentiated Instruction, Lesson Study, Capturing Kids Hearts, FCIM, Discovery Education Assessments, Read 180, and Compass Learning	SIG grant	\$0.00
Science--Provide teachers with professional development opportunities beyond the school location or day, Provide opportunities for teachers or administrators to make home visits as needed.	Shared resource, provide travel assistance for teachers traveling to professional development, training, or home visits when necessary	SIG grant	\$0.00
Science--Provide teachers with professional development opportunities including registration costs, dues, fees, tuition	Shared resource, registration fees and dues not related to travel	SIG grant	\$0.00
Writing-- Provide teachers with relevant professional development and opportunities to collaborate with peers.	Shared resource, substitutes will be hired for every teacher once per quarter to provide teachers with additional planning time	SIG grant	\$0.00
Writing-- Provide teachers with on-going research based professional development.	Shared resource, high quality, relevant professional development to include: Differentiated Instruction, Lesson Study, Capturing Kids Hearts, FCIM, Discovery Education Assessments, Read 180, and Compass Learning	SIG grant	\$0.00
Writing-- Provide teachers with professional development opportunities beyond the school location or day, Provide opportunities for teachers or administrators to make home visits as needed.	Shared resource, provide travel assistance for teachers traveling to professional development, training, or home visits when necessary	SIG grant	\$0.00
Writing-- Provide teachers with professional development opportunities including registration costs, dues, fees, tuition.	Shared resource, registration fees and dues not related to travel	SIG grant	\$0.00
Attendance-- Lesson Study Training will support teachers in bringing relevance to the curriculum	stipends for 5 teachers to attend Schultz Center training	1003(G) grant	\$1,500.00
Attendance-- CRISS strategies training	stipends for 4 teachers who attended summer training	Title 2	\$400.00

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

Attendance-- Capturing Kids Hearts	Stipends and registration fees	1003(G) grant	\$4,500.00
Suspension-- Lesson Study for teacher leaders	Stipends for attendees to State Schultz Center Training	SIG grant	\$0.00
Suspension-- Capturing Kids Hearts Training for all Instructional Staff	Stipends for 3-day Training	SIG grant	\$0.00
Dropout Prevention-- Capturing Kids Hearts	Registration fees and stipends paid to teachers	1003(G) SIG grant	\$0.00
Parental Involvement-- FCAT strategies training for parents	Food will be purchased for program	SIG grant	\$300.00
Parental Involvement-- Capturing Kids Hearts Training	Stipends provided for teachers attending during summer, registration fees	SIG grant	\$0.00
Character Counts!-- Capturing Kids Hearts	Registration fees and stipends paid to teachers attending the summer training	SIG grant	\$4,500.00
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Reading-- Recruitment and retention	Pay for teachers to stay beyond the regular school day to participate in real life connections camp	SIG grant	\$33,000.00
Reading-- Incentive pay	Shared resource, performance pay for staff	SIG grant	\$10,000.00
Reading-- Paraprofessionals to assist with Read 180 implementation in the lowest quartile	Paraprofessionals to work with small groups or individual students to implement the Read 180 program	SIG grant	\$38,572.00
Reading-- Supplemental incentive pay for demonstrated usage of teacher best practices	Possible incentive pay for teachers who can demonstrate usage of: Capturing Kids Hearts, CRISS, Gradual Release, and Differentiated Instruction	SIG grant	\$22,000.00
Mathematics-- Recruitment and retention	Pay for teachers to stay beyond the regular school day to participate in real life connections camp	SIG grant	\$0.00
Mathematics-- Incentive pay	Shared resource, performance pay for staff	SIG grant	\$0.00
Mathematics-- Supplemental incentive pay for demonstrated usage of teacher best practices	Shared resource, possible incentive pay for teachers who can demonstrate usage of Capturing Kids Hearts, CRISS, Gradual Release, and Differentiated Instruction	SIG grant	\$0.00
Science-- Recruitment and retention	Shared resource, pay for teachers to stay beyond the regular school day to	SIG grant	\$0.00

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

	participate in real life connections camp		
Science-- Incentive pay	Shared resource, performance pay for staff	SIG grant	\$0.00
Science-- Supplemental incentive pay demonstrated usage of teacher best practices	Shared resource, possible incentive pay for teachers who can demonstrate usage of: Capturing Kids Hearts, CRISS, Gradual Release, and Differentiated Instruction	SIG grant	\$0.00
Writing-- Recruitment and retention	Shared resource, pay for teachers to stay beyond the regular school day to participate in real life connections camp	SIG grant	\$0.00
Writing-- Incentive pay	Shared resource, performance pay for staff	SIG grant	\$0.00
Writing-- Supplemental incentive pay demonstrated usage of teacher best practices	Shared resource, possible incentive pay for teachers who can demonstrate usage of: Capturing Kids Hearts, CRISS, Gradual Release, and Differentiated Instruction	SIG grant	\$0.00
Attendance-- Meaningful incentives will reward students for regular attendance	Walmart gift cards, laptop and car drawings	residual Pepsi funds, Drivers Ed	\$2,000.00
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"/>	Correct I <input type="checkbox"/>	Prevent I <input type="checkbox"/>

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

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
Registration and reimbursement for travel for state conferences for instructional personnel.	\$1,500.00

Describe the activities of the School Advisory Council for the upcoming year.
The School Advisory Council assists in developing and approving school improvement goals. Council members help to develop and review the school Needs Assessment parent, teacher, and student surveys. Members also revise goals and strategies of the School Improvement Plan as progress is monitored and needs identified. SAC makes recommendations related to SAC fund expenditures and provides support for the school through the identification of business and community partnerships.
AYP DATA

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