

# FLORIDA DEPARTMENT OF EDUCATION

## Differentiated Accountability



## School Improvement Plan (SIP)

### Form SIP-1

Proposed for 2010-2011

2010 – 2011 SCHOOL IMPROVEMENT PLAN

**PART I: SCHOOL INFORMATION**

School Name: F. H. Peterson Academy	District Name: Duval
Principal: Greg McCandless	Superintendent: Mr. Ed Pratt-Dannals
SAC Chair: Ms. Larinn Jackson	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	Gregory McCandless	BA degree in Sociology and History from San Jose State College in 1970. MA degree in ESE, Severly Emotionally Handicapped, from the University of	3	12 years total. 7 years at Mandarin HS an “A”/”B” school.	2010 Pending; 457 FCAT points. 2009 “C”, 453 FCAT points. 2008 “D”

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		North Florida, certification in Educational Leadership.			
Assistant Principal	Richard Kolbe	BS degree from Memphis State University with a degree in Secondary Education. Masters degree in Educational Leadership from the University of North Florida.	5	11 years total. 6 years at Mandarin HS an "A"/"B" school.	2010 Pending; 457 FCAT points. 2009 "C", 453 FCAT points. 2008 "D"
Assistant Principal	Carla Jackson	BA degree in Biology-Pre-Medicine from Talladega College, Talladega, Alabama in 1982. M.Ed. degree in Curriculum and Instruction and Secondary Science in 1992 from the University of North Florida and completed all course work and exam for Ed. D. in Educational leadership.	2	2	2010 Pending, 457 FCAT points. 2009 "C", 453 FCAT points.
Assistant Principal	Brett Ray	BS from the University of North Florida's College of Allied Health and Human Services in Community Health. MA from the University of North Florida's College of Education in Guidance/School Counseling and Mental Health Counseling. Post Graduate studies at the University of North Florida's College of Education in Educational Leadership.	11	12	2010 Pending, 457 FCAT Points. 2009 "C", 453 FCAT points.

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### 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)
ELA	Barbara Burns	BA from La Grange College. Master in Education-Administration & Supervision from University of North Florida.	21	9	2010 Pending, 457 FCAT points.
Reading	Gail Holmes	BA from University of North Florida in Psychology. MS in School Psychology from NOVA Southeastern University. Completed coursework for Specialist in School Psychology. Certification in Exceptional Student Education (ESE) and Reading Endorsed.	First Year	3 Andrew Jackson High School (2008-2010)	2010 Pending- 372 FCAT points (AJHS); <u>Reading</u> – High Standards, 15% Learning Gains, 32% Adequate Progress of L25s, 36% 2009- “F”; 329 points; <u>Reading</u> – High Standards, 11% Learning Gains, 25% Adequate Progress of L25s, 34% 2008- “F”; 337 points; <u>Reading</u> – High Standards, 17% Learning Gains, 32% Adequate Progress of L25s, 34%
Math	Sid Vinson	. B.A. Ed from University of Akron with a major in Mathematics and a minor in Speech/theater Arts. M.Ed from Xavier University in elementary and Secondary Guidance and counseling. M. Ed from Florida Atlantic University in Elementary and Secondary Administration/Supervisio	2	0	2010 Pending, 457 FCAT points.

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		n. Certification in Mathematics, Guidance and Counseling, educational leadership, elementary Education ,and ESOL endorsement.			
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**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)
Among strategies to recruit Highly Qualified teachers and retain them is a yearlong comprehensive Professional Development schedule: Please see attachment "A" for PD. Schedule. Last year's "turn-over" was 10.9%. 7 out of 64 either retired, were subject to Reduction In Force to meet budget constraints, died, or were less than satisfactory (LTS).	Principal Natalie Banning  Tonya Brown		
1. Regular meetings with new teachers and Principal or designee.	Principal, Curriculum Manager, New Teacher Facilitator.	On-going	
2. Partnering new teachers with veteran teachers	Tonya Brown	Year long process	
3. Soliciting referrals from current employees.	Principal	NA	Referrals can occur at any time.

***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
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Jenny Borschel	New Teacher	HOPE	Will take the certification test this fall.
Gary Skarpness	New Teacher	Aviation	Alt. Certification
Antionette Philo	New Teacher	Cosmetology	Alt. Certification
Catherine Drumm	New Teacher	Social Studies	Will take the certification test this fall
Keenan Webb	New Teacher	ELA	Will take the certification test this fall

***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
71	14.08%	23.94%	33.80%	28.17%	39.44%	63.38%	14.08%	4.23%	11.27%

**The above includes three(3) coaches, three(3) Guidance Counselors and one Media Specialist.**

***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
Pamela White	Stephanie Gionet	National Board Certified	
Deborah Lepper	Derek Metallo	National Board Certified	
Lynne Turpin	Jenny Borschel	National Board Certified	
Russell Henderlite	Gary Skarpness	Science Department Head and Aviator	
Russell Henderlite	Gilbert Gregg III	Science Department Head and Aviator	

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Gwen White	Delores Washington	Department Head	
Stacy Fehr	Catherine Drumm	National Board Certified	
Gladys Ellis	Keenan Webb	Veteran AP Teacher with Good AP Pass Rate	
Antionette Philo	Kate Turpin	ELA Department Head	

**Additional Requirements**

***Coordination and Integration-Title I Schools Only***

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

Title I, Part A Services are provided to ensure students requiring additional remediation are assisted through after school programs or through district sponsored summer school. Services range from “Focus on Improvement” in each classroom to mandatory retest of any child failing a summative test. Compass Odyssey is also available in every classroom and in after school computer labs, tutoring after school, and grade recovery after school.
Title I, Part C-Migrant N/A
Title I, Part D N/A
Title II N/A
Title III N/A
Title X- Homeless N/A
Supplemental Academic Instruction (SAI) SAI funds will be coordinated with Title I funds to provide after school remediation for all students, particularly those identified level 1s and level 2s.
Violence Prevention Programs N/A
Nutrition Programs N/A
Housing Programs N/A

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Head Start N/A
Adult Education N/A
Career and Technical Education Carl Perkins grant money is used to upgrade programs throughout the school. We have 1200 students enrolled in vocational programs and they all benefit from those monies.
Job Training A partnership with members of academy advisory counselsallows students the opportunity to shadow journeymen at local businesses that share a vocational interest.
Other

### *Response to Instruction/Intervention (RtI)*

School-Based RtI Team
<p>Identify the school-based RtI Leadership Team: Principal: Provides a common vision for the use of data-based decision making, ensures that the school based team is implementing RTI, conducts quarterly review of assessments, ensures implementation of intervention support with documentation, ensures adequate professional development to support RTI implementation and communicates with parents regarding school-based RTI plans and activities.</p> <p>General education teachers: Provide information about core instruction, participate in student data collection, delivers Tier 1 instruction/intervention, and collaborates with staff to implement Tier 2 interventions.</p> <p>ESE teachers: Participate in student data collection, integrates core instructional activities, into Tier 3 instruction.</p> <p>Instructional Coaches: Develop, lead and evaluate school core content standards/program; identify and analyze existing literature on scientifically based curriculum assessment.</p> <p>Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies, assists with whole school screening programs that provide early intervening services for students that may be "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.</p> <p>Student Services personnel: provide quality service and expertise on issues ranging from program design to assessment and intervention with individual students. In additions 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.</p>

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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 leadership Team will focus meetings around one question: how do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers and our students.

The team meets bi-weekly, informally, to engage in the following activities: Review data and link to instructional decisions; review Progress monitoring at the classroom level. The team will identify professional development and resources based on above information. The team will collaborate regularly, problem solve, share effective practices, evaluate implementation and make decisions.

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

The RTI leadership team met with the Principal to assist in the development of the SIP. The team provided data on Tier 1 and tier 2 and tier 3 targets; helped set clear expectations for instruction (rigor, relevance, and relationships); facilitated the development of a systemic approach to teaching; and aligned processes and procedures.

### 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. Baseline data: Progress monitoring and Reporting Network (PMRN); FAIR assessments, "Begin with the End in Mind" teacher gives final test multiple times throughout the year, Math and Science Benchmark test, embedded core area assessments, FCAT.

Mid-year: Progress Monitoring and Reporting Network, FAIR (Florida Assessments for Instruction in Reading), Math and Science Benchmarks, "Begin with the End in Mind".

End of year: "Begin with the End in Mind", FAIR assessments, Benchmark assessments, FCAT.

Describe the plan to train staff on RtI.

RTI training will initially occur during pre-planning.

Professional Development training will be offered during teachers planning period (optional attendance), conducted by our RTI facilitator.

## *Literacy Leadership Team (LLT)*

### School-Based Literacy Leadership Team

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

Department Heads; P. white, I. Kiser, R. Henderlite, K. Turpin M. Hettrick, C. Tullington, D. Yarbrough, B. Parramore, G. Gregg III, Tom Perkins and Gwen White. Academic Coaches; Burns, Holmes and Vinson. Administrators; McCandless, Ray , Kolbe and C. Jackson.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). LLT meets monthly to discuss overarching school goals in reading, mathematics and how to employ the best teaching strategies in a cross curricular environment to reach our goals.

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What will be the major initiatives of the LLT this year? The major task of LLT is to show an increase in the FCAT scores of our lowest quartile in reading and mathematics. LLT meets to discuss student learning and effective common assessments.

***NCLB Public School Choice***

Notification of School in Need of Improvement (SINI) Status

*Attach a copy of the Notification of SINI Status to Parents*

Public School Choice with Transportation (CWT) Notification

*Attach a copy of the CWT Notification to Parents*

Supplemental Educational Services (SES) Notification

*Attach a copy of the SES Notification to Parents*

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

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

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.

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The Academic Leadership Team (ALT) and the Literacy Leadership Team (LLT) will identify at least two research based high yield reading strategies (e.g. Annotating a Text and QAR: Question Answer Relationships) to incorporate into all content areas. It is an expectation that the strategies are modeled for the students and used throughout the school year. There should be evidence in the teacher's lesson plans, instruction and in the students' work showing that the strategies are being used. Every teacher will receive professional development on the two identified reading strategies and receive additional assistance (modeling, co-teaching) from the academic coaches as needed.

### *\*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?

Our school is divided into SLCs. Each SLC is aligned with a DOE cluster. For example, the Transportation SLC includes Aviation and Automotive Academies. 9<sup>th</sup> and 10<sup>th</sup> grade planning is scheduled for core academic and CTE teachers to commonly plan around shared benchmarks. Thus students may be better able to understand the connectedness of core subjects and their CTE classes.

We have 3 SLCs and 6 Academies. All 9<sup>th</sup> grade and 10<sup>th</sup> grade academy teachers have common planning with core teachers.

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?

Many times a student's schedule is less flexible than one might imagine. However, students are encouraged to enter an AP/Honors track of core courses. Accelerated programs are taken concurrently with CTE classes. CTE teachers encourage college attendance for Academy students. Guidance staff hold college admissions information night, Financial Aid night and a constant schedule of visiting college recruiters. Parents as well as students are invited to college visits and recruiting information days. All students are counseled through their assigned Guidance Counselor towards Career planning, both in the course work they are taking and their academy classes.

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***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.

Based on 2007 data, Peterson Academy's percentage of graduates completing a college prep curriculum; enrolled in an Algebra I course prior to 9<sup>th</sup> grade; completed at least one level 3 high school math course; completed at least one dual enrollment course; completed at least one level 3 high school science course; completed at least one dual enrollment science course is below the district and the state average.

We are encouraging students to take AP or DE classes by increasing the number of teachers who can teach AP classes. We have increased the teachers trained in AP or have attended a College Board training for their specific discipline by more than double.

We have created pipelines of course to feed and sustain an AP curriculum, particularly in Mathematics with Pre-calculus and in Science with Chemistry. We intentionally put a large number of students into those classes who may not have opted for a more rigorous classroom experience.

We have created a "College Corner" in our Atrium and are outfitting it with furniture and computer work stations to be student connections with postsecondary institutions. Students will be able to make application to their colleges with the assistance of a media clerk and/or a guidance counselor.

We have a dedicated counselor for Bright Futures and for college admissions, Ms. Deborah Thompson.

**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.**

June 2010

Rule 6A-1.099811

Revised May 28, 2010

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**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?
  - 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)).

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

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<p><b>1. Students achieving proficiency (FCAT Level 3) in reading</b></p> <p>Reading Goal #1:</p>			<p>1.1.</p> <p>The Academic Leadership Team (ALT) and the Literacy Leadership Team (LLT) will identify at least two research based high yield reading strategies (e.g. Annotating a Text and QAR: Question Answer Relationships) to incorporate into all content areas. It is an expectation that the strategies are modeled for the students and used throughout the school year. There should be evidence in the teacher's lesson plans, instruction and in the students' work showing that the strategies are being used. Every teacher will receive professional development on the two identified reading strategies and receive additional assistance (modeling, co-teaching) from the</p>	<p>1.1.</p> <p><b>Implementation of School-wide Reading Strategies: All teachers will incorporate into their content 2-3 research-based reading/instructional strategies (e.g. Annotating a Text and QAR: Question Answer Relationship) that have proven to yield great learning gains and will maintain and/or increase our Level 3s.</b></p> <p><b>All teachers will be provided professional development on the school's identified reading/instructional strategies and Marzano's high yield strategies.</b></p> <p><b>Coaches will model/co-teach as needed to assist teachers who may need to see how the strategies will work with their content.</b></p>	<p>1.1.</p> <p>Teacher</p> <p>Academic Coaches (Reading, Instructional &amp; Math)</p> <p>Principal/APs</p> <p>Literacy Leadership Team</p> <p>Academic Leadership Team</p> <p>Response to Intervention Team</p>	<p>1.1.</p> <p><b>Discussion in Professional Learning Communities (PLCs)- instructional practices &amp; student data</b></p> <p><b>Classroom Observations (lesson plans; instructional delivery; student portfolios)</b></p> <p><b>Teacher &amp; Student Data Chats</b></p> <p><b>Lesson Reviews</b></p> <p><b>Daily/Weekly Check for Understanding (Students)</b></p>	<p>1.1.</p> <p><b>PLC Feedback</b></p> <p><b>Classroom Walkthroughs</b></p> <p><b>Evidence of Student Work</b></p> <p><b>Teacher &amp; Student Data Chats Documentation</b></p> <p><b>Data Progress Monitoring Tools</b></p> <p><b>Student Assessments (Exit Slips; Benchmark; FAIR)</b></p> <p><b>Lesson Plans (including Instructional Focus Lessons)</b></p> <p><b>Coaches Logs</b></p>
<p>Students, who in 8<sup>th</sup> or 9<sup>th</sup> grade, scored FCAT Level 3 will be expected to maintain proficiency and/or increase achievement to above proficiency (FCAT Levels 4 or 5) in Reading.</p>	<p>2010 Current Level of Performance:*</p> <p><b>9<sup>th</sup> Grade: 23% (90)</b></p> <p><b>10<sup>th</sup> Grade: 16% (47)</b></p>	<p>2011 Expected Level of Performance:*</p> <p><b>9<sup>th</sup> Grade: 30% (117)</b></p> <p><b>10<sup>th</sup> Grade: 23% (67)</b></p>					

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			<p>academic coaches as needed.</p> <p>Every teacher will be expected to incorporate reading strategies into their content area. Some teachers may not be familiar with any reading strategies and may struggle with the incorporation and instructional delivery.</p>				
			<p>1.2.</p> <p>Students who have achieved proficiency in Reading may not be engaged in enrichment activities that will maintain and strengthen their critical reading skills.</p>	<p>1.2.</p> <p>Teachers will identify students who have mastered a benchmark at 70% or above and provide stimulating, rigorous enrichment activities that will continue to enhance mastery of the benchmark.</p> <p>Teachers will develop and deliver instructional focus lessons based upon</p>	<p>1.2.</p> <p>Teacher</p> <p>Reading Coach</p> <p>Instructional Coach</p> <p>Principal/APs</p> <p>Literacy Leadership Team</p> <p>Academic Leadership Team</p>	<p>1.2.</p> <p>Discussion in Professional Learning Communities (PLCs)- instructional practices &amp; student data</p> <p>Classroom Observations (lesson plans; instructional delivery; student portfolios)</p> <p>Lesson Study for World Geography Teachers</p> <p>Teacher &amp; Student Data Chats</p>	<p>1.2.</p> <p>PLC Feedback</p> <p>Classroom Walkthroughs</p> <p>Evidence of Student Work</p> <p>Teacher &amp; Student Data Chats Documentation</p> <p>Data Progress Monitoring Tools</p>

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			<p>student data addressing the FCAT tested reading benchmarks.</p> <p>Students will be placed in collaborative differentiated groups with enrichment activities based upon student data and skill mastery.</p> <p>Professional development and one-on-one coaching will be provided to teachers to provide guidance with developing enrichment activities.</p> <p>Students who are proficient Level 3s but are also identified as Bubble or Bottom Quartile will be identified by the teacher/coach and receive additional push in and pull out instruction from the Reading Coach and Instructional Coach.</p> <p>Students will be offered FCAT Reading Afterschool Intervention, 2-3 days a week, to maintain and strengthen their reading</p>	<p>Response to Intervention Team</p>	<p>Daily/Weekly Check for Understanding(Students)</p>	<p>Student Assessments (Exit Slips; Benchmark; FAIR)</p> <p>Lesson Plans (e.g. Instructional Focus Lessons)</p> <p>Documentation of Data Based Differentiated Groupings with Activities</p>
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			ability. 9 <sup>th</sup> grade proficient students are enrolled in Creative Writing and AP World Geography, with experienced teachers, to support and encourage their skills as proficient readers.				
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading</b> Reading Goal #2:		2.1.	2.1.	2.1.	2.1.	2.1.	
Students, who in 8 <sup>th</sup> or 9 <sup>th</sup> grade, scored FCAT Level 4 or 5 will be expected to maintain proficiency in Reading.	<u>2010 Current Level of Performance:*</u>	<u>2011 Expected Level of Performance:*</u>	Students will lose reading proficiency if they are not enrolled in classes that emphasize critical reading skills.	Students will be placed in content area courses (e.g. AP Human Geography) and Creative Writing that will heavily incorporate and emphasize critical reading skills.	Teacher Reading Coach Instructional Coach Principal/APs Literacy Leadership Team Academic Leadership Team	Discussion in Professional Learning Communities (PLCs)- instructional practices & student data  Additional Lesson Planning Sessions with Reading Coach and Instructional Coach  Lesson Study for Social Studies and Science Teachers  Classroom Observations (lesson plans; instructional delivery; student engagement; rigor )  Teacher & Student Data Chats  Daily/Weekly Check for	PLC Feedback Lesson Study Observation Tool  Classroom Walkthroughs  Evidence of Student Work  Teacher & Student Data Chats Documentation  Data Progress Monitoring Tools  Student Assessments (Exit Slips; Benchmark; FAIR)
	9 <sup>th</sup> Grade: 10% (39)	9 <sup>th</sup> Grade: 17% (66)					
	10 <sup>th</sup> Grade: 11% (32)	10 <sup>th</sup> Grade: 18% (53)	The AP Human Geography teacher will plan with the Reading Coach at least twice a month to develop lessons and discuss strategies to teach reading through the content.	The Creative Writing teachers will plan and work closely with ELA and the Instructional Coach to teach reading			

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				through writing.  Teachers will develop and deliver instructional focus lessons based upon student data addressing the FCAT tested reading benchmarks.  Social Studies and Science teachers are encouraged to become CAR-PD endorsed.		Understanding (Students)	Lesson Plans (e.g. Instructional Focus Lessons)  Coaches Logs
			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
<b>3. Percentage of students making Learning Gains in reading</b> Reading Goal #3:			3.1.	3.1.	3.1.	3.1	3.1.
The percentage of students making Learning Gains in Reading will increase by 6% (41).	2010 Current Level of Performance:*	2011 Expected Level of Performance:*	According to the data, our 9 <sup>th</sup> graders, last year, were weakest in the category of <u>Reference and Research (Informational Text/Research Process)</u> . Our 10 <sup>th</sup> graders, last year, were weakest in the category of <u>Main Idea and Purpose (Reading Application)</u> .  Teachers are in need of additional support in unpacking the benchmarks related to	Teachers will be provided professional development and participate in coaching sessions to assist in deepening their understanding of the benchmarks so that they can reinforce the skills through their content.  Teachers will have the opportunity to observe other teachers who have demonstrated success with teaching the reading skills with their content.	Teacher  Reading Coach  Instructional Coach  Principal/APs  Literacy Leadership Team  Academic Leadership Team  Response to Intervention Team	Discussion in Professional Learning Communities (PLCs)- instructional practices & student data  Additional Lesson Planning Sessions with Reading Coach and Instructional Coach  Lesson Study for World Geography Teachers  Classroom Observations (lesson plans; instructional delivery; student engagement; rigor )  Teacher & Student Data	PLC Feedback  Lesson Study Observation Tool  Classroom Walkthroughs  Evidence of Student Work  Teacher & Student Data Chats Documentation  Data Progress Monitoring Tools  Student
	43% (293)	49% (334)					

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			<p>the categories and how to effectively teach the skills with their content material.</p>	<p>Coaches will model and co-teach with teachers who require additional support beyond professional development.</p> <p>Teachers will provide intensive instructional focus lessons around the skills and provide remedial and enrichment activities as needed.</p> <p>Teachers will incorporate the school-wide reading/instructional strategies (Annotating a Text and QAR) into their content area to increase reading proficiency.</p> <p>More accountability students are enrolled in World Geography (with experienced teachers) which will be taught as a reading class to support and encourage their skills as proficient readers.</p> <p>Students will be provided push in and pull out small group and</p>		<p>Chats</p> <p>Daily/Weekly Check for Understanding (Students)</p>	<p>Assessments (Exit Slips; Benchmark; FAIR)</p> <p>Lesson Plans (e.g. Instructional Focus Lessons)</p> <p>Coaches Logs</p>
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				<p><b>one on one instruction with the Reading Coach/Instructional Coach with a heavy emphasis on the two reporting clusters.</b></p> <p><b>Students will be offered FCAT Reading Afterschool Intervention, 2-3 days a week, for additional reading support.</b></p>			
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4. Percentage of students in Lowest 25% making learning gains in reading</b>			4.1.	4.1.	4.1	4.1	4.1.
Reading Goal #4:			<p><b>Students are lacking the proper strategies needed to become proficient readers.</b></p>	<p><b>Students will be given two high yield reading/instructional strategies (Annotating a Text and QAR) to use with all text across the content for the school year.</b></p> <p><b>Students will be shown how to use the reading strategies not only with their content but with content that may appear on district and/or state assessments.</b></p>	<p><b>Teacher</b></p> <p><b>Reading Coach</b></p> <p><b>Instructional Coach</b></p> <p><b>Principal/APs</b></p> <p><b>Literacy Leadership Team</b></p> <p><b>Academic Leadership Team</b></p> <p><b>Response to Intervention Team</b></p>	<p><b>Teacher &amp; Student Data Chats</b></p> <p><b>Daily/Weekly Check for Understanding (Students)</b></p>	<p><b>Evidence of Student Work</b></p> <p><b>Teacher &amp; Student Data Chats Documentation</b></p> <p><b>Data Progress Monitoring Tools</b></p> <p><b>Student Assessments (Exit Slips; Benchmark; FAIR)</b></p> <p><b>Lesson Plans (e.g. Instructional Focus Lessons)</b></p>
<p><b>The percentage of students in the Lowest 25% making Learning Gains in Reading will increase by 6% (13).</b></p>	<p><u>2010 Current Level of Performance:*</u></p> <p><b>40% (82)</b></p>	<p><u>2011 Expected Level of Performance:*</u></p> <p><b>46% (95)</b></p>					

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							<b>Coaches Logs</b>
		4.2. Some students may have struggled with reading for several years and may need more intensive instruction.	4.2. Students will be provided push in and pull out small group and one on one reading instruction with the Reading Coach/Instructional Coach based on the students identified area(s) of weakness.  Students will be offered FCAT Reading Afterschool Intervention, 2-3 days a week, for additional reading support.	4.2. Teacher Reading Coach Instructional Coach Principal/APs Literacy Leadership Team Academic Leadership Team Response to Intervention Team Parents	4.2. Teacher & Student Data Chats  Daily/Weekly Check for Understanding (Students) Progress Monitoring Teacher/ Parent Conferencing	4.2. Evidence of Student Work  Teacher & Student Data Chats Documentation  Data Progress Monitoring Tools  Student Assessments (Exit Slips; Benchmark; FAIR)  Coaches Logs	
		4.3 Students are lacking reading stamina which is impacting their reading comprehension.	4.3. Students will engage in reading at school and at home and increase the amount of time spent reading to improve their reading endurance.  Students will read more social studies and science related materials to become familiar with reading articles that may	4.3. Teacher Reading Coach Instructional Coach Principal/APs Literacy Leadership Team	4.3. Teacher & Student Data Chats  Daily/Weekly Check for Understanding (Students) Progress Monitoring Classroom Observations Teacher/ Parent Conferencing	4.3. Evidence of Student Work  Teacher & Student Data Chats Documentation  Data Progress Monitoring Tools  Student Assessments (Exit	

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			not be as high interest and what they will see on the FCAT.	Academic Leadership Team  Response to Intervention Team  Parents		Slips; Benchmark; FAIR)  Coaches Logs
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	
<b>5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading</b>  <u>Reading Goal #5A:</u>	<b>Reading Goal #5A: Ethnicity</b> (White, Black, Hispanic, Asian, American Indian)	5A.1.  <b>White &amp; Black Subgroups:</b>  Many students are not aware of their FCAT Reading score and once aware; do not know how to interpret their scores to set a goal to reach proficiency.	5A.1.  Students will have data chats with their teacher at least once every nine weeks to review data and set FCAT and other reading goals.  Students will track their own reading data and keep copies of assessment results and progress reports.	5A.1.  Teacher  Reading Coach  Instructional Coach  Principal/APs  Literacy Leadership Team  Academic Leadership Team  Response to Intervention Team  Parents	5A.1.  Teacher & Student Data Chats  Progress Monitoring  Classroom Observations  Teacher/ Parent Conferencing	5A.1.  Teacher & Student Data Chats Documentation  Data Progress Monitoring Tools  Student Portfolios  Student Assessments (Exit Slips; Benchmark; FAIR)  Coaches Logs
Student ethnicity subgroups not making Adequate Yearly Progress (AYP) in Reading will increase by 6% (34).	2010 Current Level of Performance:*	2011 Expected Level of Performance:*				
	White: 43%(110) Black: 19% (63) Hispanic: N/A Asian: N/A American Indian: N/A	White: 49% (125) Black: 25% (82) Hispanic: N/A Asian: N/A American Indian: N/A	5A.2.  Students may not be exposed, on a regular basis, to questions on	5A.2.  Students will be provided classwork, homework and	5A.2.  Teacher  Reading Coach	5A.2.  Discussion in Professional Learning Communities (PLCs)- instructional

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		a medium to high complexity level which is aligned with FCAT questions.	assessments that are aligned with the FCAT moderate to high level of complexity to prepare them for the level of questioning on the FCAT Reading.  Teachers will be provided with professional development on Webb's Depth of Knowledge (DOK) to ensure that the instruction and work provided to the students will increase their demand on thinking.	Instructional Coach Principal/APs Literacy Leadership Team Academic Leadership Team Response to Intervention Team Parents	practices & student data Additional Lesson Planning Sessions with Reading Coach and Instructional Coach Lesson Study Classroom Observations (lesson plans; instructional delivery; student engagement; rigor ) Teacher & Student Data Chats Daily/Weekly Check for Understanding (Students)	Observation Tool Classroom Walkthroughs Evidence of Student Work Teacher & Student Data Chats Documentation Data Progress Monitoring Tools Student Assessments (Exit Slips; Benchmark; FAIR) Lesson Plans (e.g. Instructional Focus Lessons) Coaches Logs
		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
<b>5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading</b>  Reading Goal #5B:	<b>Reading Goal #5B: English Language Learners (ELL)</b>	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
N/A	2010 Current Level of Performance:*	2011 Expected Level of Performance:*				

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No AYP Data Reported	<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>					
			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
<b>5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading</b> <u>Reading Goal #5C:</u>	<b>Reading Goal #5C: Students with Disabilities (SWD)</b>		5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
N/A – No AYP Data Reported	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>					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading</b> <u>Reading Goal #5D:</u>	<b>Reading Goal #5D: Economically Disadvantaged</b>		5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Student subgroup, Economically Disadvantaged, not making Adequate Yearly	2010 Current Level of Performance:*	2011 Expected Level of Performance:*	Students have limited access to instructional software which will offer additional support for reading.	Students will be provided the opportunity to take part in "pull out" from their CTE classes to work on FCAT Explorer and Compass Odyssey.  Students will also have the opportunity to work on the instructional	Teacher Reading Coach Instructional Coach Principal/APs Literacy Leadership Team	Student Data Chats with Academic Coaches  Progress Monitoring Teacher/ Parent Conferencing	Data Chats Documentation  Data Progress Monitoring Tools  Student Portfolios  Student Assessments (Exit Slips; Benchmark;
	31% (104)	37% (124)					

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Progress (AYP) in reading will increase by 6% (34).				software programs afterschool during FCAT Reading Afterschool Intervention.	Academic Leadership Team Response to Intervention Team Parents		FAIR) Coaches Logs
			5D.2. Students have limited access to reading material outside of school.	5D.2. Students will be provided the opportunity to check out books from the library and from their classroom libraries to read away from school.	5D.2. Teacher Reading Coach Instructional Coach Principal/APs Literacy Leadership Team Academic Leadership Team Response to Intervention Team Parents	5D.2. Teacher & Student Data Chats Progress Monitoring Classroom Observations Teacher/ Parent Conferencing	5D.2. Data Chats Documentation Data Progress Monitoring Tools Student Portfolios Student Assessments (Exit Slips; Benchmark; FAIR) Coaches Logs
			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
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<b>Developing and Delivering Reading Instructional Focus Lessons</b>	9-12 <sup>th</sup> ELA, Social Studies & Electives; 9 <sup>th</sup> & 10 <sup>th</sup> grade Science	Gail Holmes, Reading Coach	9-12 <sup>th</sup> ELA, Social Studies & Electives; 9 <sup>th</sup> & 10 <sup>th</sup> grade Science	September Early Dismissal (will revisit again after December)	Classroom Walkthroughs Coaching Sessions	Academic Coaches Principal Assistant Principals
<b>Unpacking the Reading Standards/ Benchmarks</b>	9-12 <sup>th</sup> ELA, Social Studies & Electives; 9 <sup>th</sup> & 10 <sup>th</sup> grade Science	Gail Holmes, Reading Coach	9-12 <sup>th</sup> ELA, Social Studies & Electives; 9 <sup>th</sup> & 10 <sup>th</sup> grade Science	September Planning Period Professional Development (will revisit as needed)	Classroom Walkthroughs Coaching Sessions	Academic Coaches Principal Assistant Principals
<b>Unpacking the Reading Standards/ Benchmarks</b>	9-12 <sup>th</sup> ELA, Social Studies & Electives; 9 <sup>th</sup> & 10 <sup>th</sup> grade Science	Gail Holmes, Reading Coach	9-12 <sup>th</sup> ELA, Social Studies & Electives; 9 <sup>th</sup> & 10 <sup>th</sup> grade Science	September Planning Period Professional Development (will revisit as needed)	Classroom Walkthroughs Coaching Sessions	Academic Coaches Principal Assistant Principals
<b>Annotating a Text and QAR (Question Answer Relationships)</b>	9-12 <sup>th</sup>	Gail Holmes, Reading Coach	School-wide	September Planning Period Professional Development (will revisit as needed)	Classroom Walkthroughs Coaching Sessions Student Conferences	Academic Coaches Principal Assistant Principals
<b>Marzano's High Yield Instructional Strategies</b>	9-12 <sup>th</sup>	Barbara Burns, Instructional Coach	School-wide	October Planning Period Professional Development	Classroom Walkthroughs Coaching Sessions	Academic Coaches Principal Assistant Principals
<b>Creating a Literacy Rich Classroom</b>	9-12 <sup>th</sup>	Gail Holmes, Reading Coach	School-wide	October Planning Period Professional	Classroom Walkthroughs Coaching Sessions	Academic Coaches Principal Assistant Principals

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				<b>Development</b>		
<b>Student Engagement</b>	9-12 <sup>th</sup>	Gail Holmes, Reading Coach	School-wide	November, January & April Planning Period Professional Development	Classroom Walkthroughs Coaching Sessions	Academic Coaches Principal Assistant Principals
<b>Webb's Depth of Knowledge (DOK) &amp; Cognitive Complexity</b>	9-12 <sup>th</sup>	Gail Holmes, Reading Coach	School-wide	January Planning Period Professional Development	Classroom Walkthroughs Coaching Sessions Student Conferences	Academic Coaches Principal Assistant Principals
<b>Reading Data Analysis Workshop</b>	9-12 <sup>th</sup>	Gail Holmes, Reading Coach	School-wide	October, January & April Planning Period Professional Development	Classroom Walkthroughs Coaching Sessions Student Conferences	Academic Coaches Principal Assistant Principals
<b>Differentiated Instruction</b>	9-12 <sup>th</sup>	Barbara Burns, Instructional Coach	School-wide	November, January & April Planning Period Professional Development	Classroom Walkthroughs Coaching Sessions	Academic Coaches Principal Assistant Principals
<b>How to Develop Effective Tutorial and Enrichment Activities</b>	9-12 <sup>th</sup>	Barbara Burns, Instructional Coach	School-wide	November & January Planning Period Professional Development	Classroom Walkthroughs Coaching Sessions Student Work	Academic Coaches Principal Assistant Principals

**Reading Budget**

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will create a literacy rich classroom environment that promotes reading by providing various genres of books for students to read.	Classroom Libraries (Purchase of several novels and content related material for student reading)		
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

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Students are required to take the Florida Assessment for Instruction in Reading (FAIR) assessment. Headphones are required to successfully complete the assessment.	Headphones (50)		\$500.00
Students are also in need of headphones with mics for the READ 180 program.	Headphones with Mics (40)		
			<b>Subtotal:\$500.00</b>
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Grand Total:\$500.00</b>

*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?

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<ul style="list-style-type: none"> <li>What strategies will be implemented to increase and maintain proficiency for these students?</li> <li>What additional supplemental interventions/remediation will be provided for students not achieving learning gains?</li> </ul>
<ul style="list-style-type: none"> <li>What percentage of students in the lowest 25% made learning gains?</li> <li>What was the percent increase or decrease in the lowest 25% of students making learning gains?</li> <li>What are the anticipated barriers to increasing learning gains in the lowest 25%?</li> <li>What additional supplemental interventions/remediation will be provided for students in the lowest 25% not achieving learning gains?</li> </ul>
<ul style="list-style-type: none"> <li>Which student subgroups did not meet AYP targets?</li> <li>What are the anticipated barriers to increasing the number of subgroups making AYP?</li> <li>What strategies will be used to ensure students make AYP?</li> </ul>
<ul style="list-style-type: none"> <li>What clusters/strands, by grade level, showed a decrease in proficiency?</li> <li>How will the Instructional Focus Calendar be created to address area(s) of improvement (clusters/strands)?</li> <li>How will focus lessons be developed and revised to increase proficiency for these clusters/strands?</li> </ul>
<ul style="list-style-type: none"> <li>In addition to the baseline and mid-year assessment, how often will interim or mini-assessments be administered?</li> <li>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?</li> <li>How often will data chats be held at each of the following levels: teacher/student; teacher/administration?</li> </ul>
<ul style="list-style-type: none"> <li>How will the Problem-solving Model and progress monitoring be utilized to strengthen Response to Intervention (RtI) Tier 1 instruction and differentiation?</li> <li>How will the Problem-solving Model and progress monitoring be utilized to identify students in need of RtI Tier 2 supplemental intervention?</li> <li>How will the Problem-solving Model and ongoing progress monitoring be utilized to identify students in need of RtI Tier 3 intensive intervention?</li> </ul>

\* 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
<b>1. Students achieving proficiency (FCAT Level 3) in mathematics</b>			1.1. 9 <sup>th</sup> grade assessment is an on-line Algebra I EOC exam. When students take on-line math assessments, they tend not to work out the problems using paper and pencil.	1.1. 9th grade teachers are currently creating focus lessons relative to our school's emphasis on Algebraic Thinking Skills and Data Analysis Skills, while addressing other areas of remediation needed through analysis of focus lesson data.	1.1. Math Teacher ESE Resource Teacher Guidance Counselor Math department Chairperson Math Coach PLC Team Students and Parents/Guardians are encouraged to monitor	1.1. Math teachers generate focus lesson data and assess student needs based on student results.  Differentiated Instruction is emphasized as are other RtI interventions.	1.1. Exit Slips and Entry Slips  Formative and Summative Assessments  Question and Response Activities
<b>Mathematics Goal #1:</b>  <i>Increase the percentage of students achieving level 3 proficiency.</i>  <i>Move students who have achieved level 3 proficiency to level 4 proficiency.</i>							
	<u>2010 Current Level of Performance:*</u>  <b>9<sup>th</sup> Grade: 40%</b> <i>157/392</i>  <b>10<sup>th</sup> Grade: 38%</b> <i>111/292</i>	<u>2011 Expected Level of Performance:*</u>  <b>9<sup>th</sup> Grade: 47%</b> <i>184/392</i>  <b>10<sup>th</sup> Grade: 45%</b> <i>131/292</i>	10th grade assessment is an on-line FCAT. When students take on-line math assessments, they tend not to work out the problems using paper and pencil.	10 <sup>th</sup> grade teachers have an increased emphasis on Algebraic Thinking Skills and Geometry and Spatial Sense Skills, while addressing other areas of remediation needed through analysis of focus lesson data.			

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				<p>Focus lessons on these areas are part of the academic and CTE curriculum.</p> <p>Spring pullouts using the aide" calculator to identify bubble students.</p> <p>Students are assigned on-line Compass Odyssey materials including assessments enabling them to be more familiar with question formats and on-line assessments.</p> <p>Students and Parents will be encouraged to access the On-Course portal from home, library, networking with friends, etc. to monitor student progress on a regular basis.</p>	<p>progress using On-Course Portal and Compass Odyssey Portfolio</p>		
			1.2.	1.2	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
				1.4.			
				1.5			
				1.6 .			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p><b>2. Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics</b></p> <p><b>Mathematics Goal #2:</b></p> <p><i>Students who received a Level 4 proficiency on the 2010 F-CAT will significantly increase their scores.</i></p>			<p>2.1. 9<sup>th</sup> grade assessment is an on-line Algebra I EOC exam. When students take on-line math assessments, they tend not to work out the problems using paper and pencil.</p>	<p>2.1. Teachers are identifying high scoring students based on 2010 Aide data to target high Level 4 and low Level 5 students.</p> <p>9<sup>th</sup> grade teachers are currently creating focus lessons relative to our school's emphasis on Algebraic Thinking Skills and Data Analysis Skills, while addressing other areas of remediation needed through</p>	<p>2.1. Math Teacher</p> <p>ESE Resource Teacher</p> <p>Guidance Counselor</p> <p>Math department Chairperson</p> <p>Math Coach</p> <p>PLC Team</p>	<p>2.1. Math teachers monitors student progress</p> <p>Math teacher generates data assessments and discusses data/strategies in PLC meetings</p>	<p>2.1. Exit Slips and Entry Slips</p> <p>Formative and Summative Assessments relative to focus lessons and module content</p> <p>Question and Response Activities</p>
	<p>2010 Current Level of Performance:*</p> <p>Grade 9: 18% 70/392</p> <p>Grade10: 28%</p>	<p>2011 Expected Level of Performance:*</p> <p>Grade 9: 25%</p> <p>Grade 10: 35%</p>					

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<p><i>Students who received a Level 5 proficiency on the 2010 F-CAT will maintain a Level 5 proficiency.</i></p>	<p>81/292</p>			<p>analysis of focus lesson data.</p> <p>10<sup>th</sup> grade teachers have an increased emphasis on Algebraic Thinking Skills and Geometry and Spatial Sense Skills, while addressing other areas of remediation needed through analysis of focus lesson data. Focus lessons on these areas are part of the academic and CTE curriculum.</p> <p>Students will use on-line Compass Odyssey materials including assessments to be familiar with question formats and on-line assessments</p> <p>Spring pullouts using the "aide" calculator to identify borderline students.</p> <p>Differentiated Instruction is emphasized as are other RtI interventions.</p> <p>Students and Parents will be encouraged to access the On-Course portal from home, library, networking with friends, etc. to monitor student progress on a regular basis.</p>	<p>Students and Parents/Guardians are encouraged to monitor progress using On-Course Portal and Compass Odyssey Portfolio</p>		<p>Compass Odyssey Course Completion and Student Progress Status reports</p> <p>Benchmark Assessments</p>
			<p>2.2. Due to the nature of the medium, they tend to look at the answers, identify the answer that they think is correct, and then rationalize why they should select that answer. Therefore, their knowledge of material is not truly reflected on the assessments.</p>	<p>2.2.</p>	<p>2.2. 1.2.</p>	<p>2.2.</p>	<p>2.2.</p>
			<p>2.3 This is the first time that students will be assessed using this format. There is a tendency for the first administration's results to be lower than future</p>	<p>2.3</p>			<p>2.3</p>

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			administrations.				
			2.4				
			2.5				
			2.6				
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
<b>3. Percentage of students making Learning Gains in mathematics</b>			3.1.9 <sup>th</sup> grade assessment is an on-line Algebra I EOC exam. When students take on-line math assessments, they tend not to work out the problems using paper and pencil.	3.1. The lowest quartile is our highest priority...By focusing our efforts on this group and fine-tuning last year’s strategies for levels 2, 3, 4, and 5 by increasing the use of Compass Odyssey on-line resources, we feel that we can experience growth in all areas.  Teachers assign Compass Odyssey NGSSS material directly related to Algebra I to 9 <sup>th</sup> grade students.  Focus lessons developed by teachers who meet in PLCs have an assessment component.  Teachers assign Compass Odyssey NGSSS material directly related to the FCAT Strands to 10 <sup>th</sup> grade students. Teachers will increase collaborative work in PLCs and generate formative assessments. Data from the formative assessments will be used to assist in developing RtI strategies. Students and Parents will be encouraged to access the On-Course portal from home, library, networking with friends, etc. to monitor student progress on a regular basis.	3.1. Math Teacher ESE Resource Teacher Guidance Counselor Math department Chairperson Math Coach PLC Team Students and Parents/Guardians are encouraged to monitor progress using On-Course Portal and Compass Odyssey Portfolio	3.1. Math teachers monitors student progress  Math teacher generates data assessments and discusses data/strategies in PLC meetings	3.1. Exit Slips and Entry Slips  Formative and Summative Assessments relative to focus lessons and module content  Question and Response Activities  Compass Odyssey Course Completion and Student Progress Status reports  Benchmark Assessments
<b>Mathematics Goal #3:</b>							
9 <sup>th</sup> grade students will demonstrate proficiency as based on an on-line Algebra I EOC Exam.  An increased percentage of 10 <sup>th</sup> grade students will make learning gains on the 10 <sup>th</sup> grade FCAT	<u>2010 Current Level of Performance:*</u>	<u>2011 Expected Level of Performance:*</u>					
	<b>Grade 9: 68% 267/392</b>	<b>Grade 9: 75%</b>					
	<b>Grade10: 70% 204/292</b>	<b>Grade10: 77%</b>					
			3.2. Due to the nature of the medium, they tend to look at the answers, identify the answer that they think is correct, and then rationalize why they should select that	3.2.	3.2.	3.2.	

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		answer. Therefore, their knowledge of material is not truly reflected on the assessments.				
		3.3. This is the first time that students will be assessed using this format. There is a tendency for the first administration's results to be lower than future administrations	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4. Percentage of students in Lowest 25% making learning gains in mathematics</b>		4.1. These students tend to lack confidence in their mathematics knowledge base.	4.1. The lowest quartile is our highest priority. By increasing school based resources and increasing communication between Math Teacher, CTE teacher, Math Coach and Standards Coach we will develop more effective strategies and time management leading to greater success for this group.  This group will have more focused work on test taking strategies This group will spend more time on Compass Odyssey related instruction involving NGSSS. This group will have a more collaborative focus by those monitoring and developing strategies. <b>The data relating to these students</b> will generate specific Compass Odyssey interventions relating to the students specific needs per data analysis Teachers are encouraged to have students spend more time working on computer generated learning paths created based on data relative to students Math and CTE teachers will work together to encourage and monitor student work to include "showing work" as part of the	4.1. Math Teacher ESE Resource Teacher Guidance Counselor Math department Chairperson Math Coach Standards Coach PLC Team Students and Parents/Guardians are encouraged to monitor progress using On-Course Portal and Compass Odyssey Portfolio	4.1. Math teacher monitors student progress  Math teacher and TCE teacher will monitor the student's "showing their work" on assignments and all assessments  Math teacher generates data assessments and discusses data/strategies in PLC, and SLC meetings.  Math Coach and Standards Coach participate in SLC meetings to discuss data and provide support strategies.	Group discussions center around teacher generated data with CTE input as to available time to reinforce skills.  Exit Slips and Entry Slips  Formative and Summative Assessments relative to focus lessons and module content  Question and Response Activities  On-line Progress will be monitored using Compass Odyssey Course Completion and Individual Progress Reports relating to assigned NGSSS activities.  Benchmark Assessments
<b>Mathematics Goal #4:</b>						
<p><i>By targeting Intentional Non-learners and failing students, we will provide increased remediation that will lead to increased student gains.</i></p> <p><i>Non-Intentional Non-learners will make student gains.</i></p>	<p>2010 Current Level of Performance:*</p> <p><b>Grade 9: 63% 247/392</b></p> <p><b>Grade10: 58% 169/292</b></p>					

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				student's daily routine. Students will be required to show work on all assessments. Students and Parents will be encouraged to access the On-Course portal from home, library, networking with friends, etc. to monitor student progress on a regular basis.			
			4.2.9 <sup>th</sup> grade assessment is an on-line Algebra I EOC exam. When students take on-line math assessments, they tend not to work out the problems using paper and pencil.	4.2.	4.2.	4.2.	4.2.
			4.3..Due to the nature of the medium, they tend to look at the answers, identify the answer that they think is correct, and then rationalize why they should select that answer. Therefore, their knowledge of material is not truly reflected on the assessments.	4.3.	4.3.	4.3.	4.3.
			4.4 This is the first time that students will be assessed using this format. There is a tendency for the first administration's results to be lower than future administrations				
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
<b>5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics</b> <b>Mathematics Goal #5A:</b>	<b>Mathematics Goal #5A: Ethnicity</b> (White, Black, Hispanic, Asian, American Indian)		5A.1.9 <sup>th</sup> grade assessment is an on-line Algebra I EOC exam. When students take on-line math assessments, they tend not to work out the problems using paper and pencil.	5A.1. Teachers will identify students that fall into the "Non-Achieving Student" and "Intentional Non-Learner" student categories.  Teachers will use this data relating to these students will generate specific RtI activities  Teachers will use the "Mathematics School Report of Students (Spring 2010)" to	5A.1. Math Teacher ESE Resource Teacher  Guidance Counselor  Math department Chairperson  Math Coach  PLC Team	5A.1. Monitor assigned course (NGSSS) completions via Compass Odyssey Report  Monitor Student Progress on assigned courses (NGSSS) via Compass Odyssey Learning Path Status Report  Discuss student progress reports with the individual students  Data discussions during	5A.1.Exit Slips and Entry Slips  Formative and Summative Assessments relative to focus lessons and module content  Question and Response Activities  Compass Odyssey Course
The following subgroups did not make Adequate Yearly Progress (APY) in mathematics  White: 6% (43/693)	<u>2010 Current Level of Performance:*</u> White: 6% (43/693)	<u>2011 Expected Level of Performance:*</u> White: 3% Black: 5%					

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<p>Black: 10% (26/259)</p> <p>Hispanic: 5% (17/331)</p> <p>Asian: 0% (0/58)</p> <p>American Indian: 0% (0/0)</p> <p>This is indicative of the high quality instruction at F H Peterson.</p> <p>Our major area of concern is our Black Student population percentage which is almost twice the percentage of the next lowest scoring White Population.</p> <p>Our Primary Goal is to reduce the percentage of Black Students not making AYP to less than 5%.</p> <p>Our secondary Goal is to reduce the percentage of White and Hispanic Students not making APY.</p>	<p>Black: 10% (26/259)</p> <p>Hispanic: 5% (17/331)</p> <p>Asian: 0% (0/58)</p> <p>American Indian: 0% (0/0)</p>	<p>Hispanic: 3%</p> <p>Asian: 0%</p> <p>American Indian: 0%</p>		<p>identify students with a (-) DSS change from 2009 to 2010.</p> <p>Students will have an increased focus on computer assisted instruction.</p> <p>Teachers will assign Compass Odyssey NGSSSS activities based on individual student's data</p> <p>Common strategies will be developed during PLC and SLC meetings</p> <p>Students and Parents will be encouraged to access the On-Course portal from home, library, networking with friends, etc. to monitor student progress on a regular basis.</p>	<p>Students and Parents/Guardians are encouraged to monitor progress using On-Course Portal and Compass Odyssey Portfolio</p>	<p>Department, PLC, and SLC meetings</p>	<p>Completion Report</p> <p>Compass Odyssey Learning Path Status Report</p> <p>Benchmark Assessments</p>
			<p>5A.2.. 10th grade assessment is an on-line FCAT. When students take on-line math assessments, they tend not to work out the problems using paper and pencil.</p>	<p>5A.2.</p>	<p>5A.2.</p>	<p>5A.2.</p>	<p>5A.2.</p>
			<p>5A.3. Due to the nature of the medium, they tend to look at the answers, identify the answer that they think is correct, and then rationalize why they should select that answer. Therefore, their knowledge of material is not truly reflected on the assessments.</p>	<p>5A.3.</p>	<p>5A.3.</p>	<p>5A.3.</p>	<p>5A.3.</p>
			<p>5A4. This is the first time that students will be assessed using this format. There is a tendency for the first administration's results to be lower than future administrations.</p>				
			<p>5A5. Non-Achieving students tend not to attempt problems</p>				

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		and frequently guess at multiple choice items.					
		5A6. Intentional Non-Learners tend not to attempt problems and frequently guess at multiple choice items.					
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	
<b>5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics</b> <b>Mathematics Goal #5B:</b>	<b>Mathematics Goal #5B: English Language Learners (ELL)</b>		5B.1. Math questions are imbedded. ELL students may experience difficulty in transliteration relative to understanding that which is being asked.	5B.1. ESOL Resource teacher will work with the student to enable the student to become more fluent in English (Student will increase his/her understanding during classroom presentations, group work, etc.).  ESOL Resource Teacher will work with ELL to transliterate imbedded questions.  ESOL Resource Teacher will work with the Math Teacher/PLC to assist the teacher in developing techniques appropriate to the students level of understanding and will reinforce those strategies when working with the student  Students will work on Compass Odyssey NGSSS relative to their current grade and coursework.  Students and Parents will be encouraged to access the On-Course portal from home, library, networking with friends, etc. to monitor student progress on a regular basis.	5B.1. Math Teacher ESOL Resource Teacher Math department Chairperson PLC Team Students and Parents/Guardians	5B.1. ESOL one on one questioning and conversations with the student. Teacher observation of student participation during discussions and group work. Teacher's monitoring of Compass activities. Discussions during PLC meetings. Discussions with ESOL Resource Teacher. Student performance on Formatives and Summatives.	5B.1. ESOL one on one item transliteration and problem solving techniques. Exit Slips and Entry Slips  Formative and Summative Assessments relative to focus lessons and module content  Question and Response Activities  Compass Odyssey Course Completion Report.  Compass Odyssey Learning Path Status Report  Benchmark Assessments.
	Increase student understanding of imbedded questions.	<u>2010 Current Level of Performance:*</u>	<u>2011 Expected Level of Performance:*</u>				
	Increase student achievement on Formative and Summative assessments.  Only 2 of 22 ELL students did not make Adequate Yearly Progress in mathematics. This is indicative of the high quality instruction at F H Peterson.	ELL: 9% (2/22)	ELL: 5%				
		5B.2.9 <sup>th</sup> grade assessment is an on-line Algebra I EOC exam. When students take on-line math assessments, they tend not to work out the problems using paper and pencil.	5B.2.	5B.2.	5B.2.	5B.2.	

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		<p>5B.310th grade assessment is an on-line FCAT. When students take on-line math assessments, they tend not to work out the problems using paper and pencil.</p> <p>5B4. Due to the nature of the medium, they tend to look at the answers, identify the answer that they think is correct, and then rationalize why they should select that answer. Therefore, their knowledge of material is not truly reflected on the assessments.</p> <p>5B5. This is the first time that students will be assessed using this format. There is a tendency for the first administration's results to be lower than future administrations.</p>	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	
<p><b>5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics</b></p> <p><b>Mathematics Goal #5C:</b></p>	<p><b>Mathematics Goal #5C: Students with Disabilities (SWD)</b></p>		<p>5C.1. The disabilities of our students affect their learning in different degrees. Some students face major challenges in the classroom setting.</p>	<p>5C.1. The teacher closely follows all accommodations relating to the student with disabilities' IEP.</p>	<p>5C.1. Math Teacher</p> <p>ESE Resource Teacher</p> <p>Guidance Counselor</p> <p>Math department Chairperson</p> <p>Math Coach</p> <p>PLC Team</p> <p>Students and Parents/Guardians are encouraged to monitor progress using On-Course Portal and Compass Odyssey Portfolio</p>	<p>5C.1. Parent Conferences relating to progress and accommodations</p> <p>Teacher observation of student participation during discussions and group work.</p> <p>Teacher's monitoring of Compass activities.</p> <p>Discussions during PLC meetings.</p> <p>Discussions with ESE Resource Teacher regarding student behaviors and performance.</p> <p>Student performance on Formatives and Summatives.</p>	<p>5C.1. Discussions with student support group regarding formative, summative, and focus lesson data.</p> <p>Exit Slips and Entry Slips</p> <p>PLC developed Formative/Summative Assessment.</p> <p>Compass Odyssey Course Completion Report.</p> <p>Compass Odyssey Learning Path Status Report.</p> <p>Benchmark Assessments</p>
	<p>Currently 91% of our students with disabilities are successful.</p> <p>Our goal is to increase the level of performance of our students with disabilities.</p>	<p>2010 Current Level of Performance:*</p> <p>Students with Disabilities: 9% (9/97)</p>	<p>2011 Expected Level of Performance:*</p> <p>Students with Disabilities: 5%</p>	<p>Increased teacher communication with parents, Guidance Counselor and ESE Resource Teacher.</p> <p>Greater attempts by the teacher to get the student involved in appropriate group situations.</p> <p>Students will work on Compass Odyssey NGSSS relative to their current grade and coursework.</p> <p>Students and Parents will be encouraged to access the On-Course portal from home, library, networking with friends, etc. to</p>	<p>5C.1. Parent Conferences relating to progress and accommodations</p> <p>Teacher observation of student participation during discussions and group work.</p> <p>Teacher's monitoring of Compass activities.</p> <p>Discussions during PLC meetings.</p> <p>Discussions with ESE Resource Teacher regarding student behaviors and performance.</p> <p>Student performance on Formatives and Summatives.</p>	<p>5C.1. Discussions with student support group regarding formative, summative, and focus lesson data.</p> <p>Exit Slips and Entry Slips</p> <p>PLC developed Formative/Summative Assessment.</p> <p>Compass Odyssey Course Completion Report.</p> <p>Compass Odyssey Learning Path Status Report.</p> <p>Benchmark Assessments</p>	

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				monitor student progress on a regular basis.			
			5C.2.9 <sup>th</sup> grade assessment is an on-line Algebra I EOC exam. When students take on-line math assessments, they tend not to work out the problems using paper and pencil.	5C.2.	5C.2.	5C.2.	5C.2.
			5C4. Due to the nature of the medium, they tend to look at the answers, identify the answer that they think is correct, and then rationalize why they should select that answer. Therefore, their knowledge of material is not truly reflected on the assessments.	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	5C5. This is the first time that students will be assessed using this format. There is a tendency for the first administration’s results to be lower than future administrations.	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics</b>	<b>Mathematics Goal #5D: Economically Disadvantaged</b>		5D.1. Students who have a severe economic disadvantage frequently lack the ability to focus on academics.	5D.1. Students who have a severe economic disadvantage will be Encouraged to participate in the food services programs provided at school.  Teachers will develop greater rapport with all students through greeting students at the door.  Teachers will involve parents at the earliest available time when problems arise.  Teachers will involve parents when students make positive strides in the classroom.  Students and Parents will be	5D.1.Math Teacher ESE Resource Teacher Guidance Counselor Math department Chairperson PLC Team Students and Parents/Guardians are encouraged to monitor progress using On-Course Portal and Compass Odyssey Portfolio	5D.1. Teacher observation of student participation during discussions and group work.  Teacher’s monitoring of Compass activities.  Discussions during PLC meetings.  Discussions with ESE Resource Teacher regarding student behaviors and performance.  Student performance on Formatives and Summatives.	5D.1. Exit Slips and Entry Slips  PLC developed Formative/Summative Assessment.  Compass Odyssey Course Completion Report.  Compass Odyssey Learning Path Status Report.  Benchmark Assessments
<b>Mathematics Goal #5D:</b>	2010 Current Level of Performance:*	2011 Expected Level of Performance:*					
Currently 94% of our students make Adequate Yearly Progress in mathematics.  Our goal is to increase student performance through increasing the roll of parents and guardians	6% (19/343)	3%					

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			encouraged to access the On-Course portal from home, library, networking with friends, etc. to monitor student progress on a regular basis.  Students will work on Compass Odyssey NGSSS relative to their current grade and coursework.			
			5D.2. Many students who have a severe economic disadvantage will not participate in the food services programs provided at school.	5D.2.	5D.2.	5D.2.
			5D3. 9 <sup>th</sup> grade assessment is an on-line Algebra I EOC exam. When students take on-line math assessments, they tend not to work out the problems using paper and pencil.	5D.3.	5D.3.	5D.3.
			5D4. 10 <sup>th</sup> grade assessment is an on-line FCAT. When students take on-line math assessments, they tend not to work out the problems using paper and pencil.			
			5D5. This is the first time that students will be assessed using this format. There is a tendency for the first administration's results to be lower than future administrations.  5D6. Due to the nature of the medium, they tend to look at the answers, identify the answer that they think is correct, and then rationalize why they should select that answer. Therefore, their knowledge of material is not truly reflected on the assessments.			

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

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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
Interdisciplinary curriculum writing	9-12	District personnel	School wide	June 2010	Review of lesson plans and instructional delivery through observation	Administration
Instructional Focus Lessons	9-12	Instructional Coach	School Wide	September 2010	Observations by administration	Administration
Compass Odyssey	9-12	Sid Vinson Math Coach	School Wide	September 2010	Review of lesson plans, Compass Odyssey Reports, and Observation	Administration
Marzano strategies	9-12	Standards Coach	School wide	Oct 2010	Review of lesson plans and instructional delivery	Administration
Response to Intervention (RtI) Strategies	9-12	District Personnel Gary Techentien	School Staff	August 2010 On-going	Review of teacher lesson plans, remediation strategies, scaffolding, and Differentiated Instruction	Administration
<b>Webb's Depth of Knowledge (DOK) &amp; Cognitive Complexity</b>	9-12 <sup>th</sup>	<b>Gail Holmes, Reading Coach</b>	School-wide	<b>January Planning Period Professional Development</b>	<b>Classroom Walkthroughs Coaching Sessions Student Conferences</b>	<b>Academic Coaches Principal Assistant Principals</b>
<b>Reading Data Analysis Workshop</b>	9-12 <sup>th</sup>	<b>Gail Holmes, Reading Coach</b>	School-wide	<b>October, January &amp; April Planning Period Professional Development</b>	<b>Classroom Walkthroughs Coaching Sessions Student Conferences</b>	<b>Academic Coaches Principal Assistant Principals</b>
<b>Differentiated Instruction</b>	9-12 <sup>th</sup>	<b>Barbara Burns, Instructional Coach</b>	School-wide	<b>November, January &amp; April Planning Period Professional Development</b>	<b>Classroom Walkthroughs Coaching Sessions</b>	<b>Academic Coaches Principal Assistant Principals</b>
<b>How to Develop Effective Tutorial and Enrichment Activities</b>	9-12 <sup>th</sup>	<b>Barbara Burns, Instructional</b>	School-wide	<b>November &amp; January Planning Period Professional</b>	<b>Classroom Walkthroughs Coaching Sessions Student Work</b>	<b>Academic Coaches Principal Assistant Principals</b>

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		<b>Coach</b>		<b>Development</b>		
<b>Pearson Inform 1, Inform 2 and Limelight</b>	<b>9-12</b>	<b>District Personnel</b>	<b>Administration Coaches</b>	<b>October</b>	<b>Use of system to analyze data and formulate reports</b>	<b>Principal</b>
<b>Turnaround Plus</b>	<b>9-12</b>	<b>District Personnel</b>	<b>Academic Coaches</b>	<b>Monthly</b>	<b>Implementation of Strategies</b>	<b>Principal Assistant Principals</b>

**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
Enhance Mathematics Inst.	New Textbook adoption	District	-0-
	AP Materials		\$200
			<b>Subtotal:\$200.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Incorporate Advanced Technology			
Improve Hands On Technology			
Calculators	Graphing Calculators (TI-84 Plus) or equivalent (Algebra II and Above) – Class Set	SAC Committee	\$5,000
Calculators	Scientific Calculators (Geometry and Algebra I) – Multiple Class Sets	SAC Committee	\$2,000
			<b>Subtotal: -\$7,000-</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Increase Opportunities for Professional Development	Early Dismissal PLC Meetings SLC Meetings Pre-Pre Planning In-service Pre Planning In-service	District School Advisory	
			<b>Subtotal:</b>
Other			

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Strategy	Description of Resources	Funding Source	Available Amount
			<b>Grand Total:\$7,200.00</b>

*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?

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

<b>SCIENCE GOALS</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>1. Students achieving proficiency (FCAT Level 3) in science</b>			1.1. A disproportionate number of students from each subgroup are not enrolled in advanced level mathematics classes which serve to limit students from taking advanced science courses.	1.1. Increase student enrollment within each subgroups in advanced mathematics courses  Teachers will be expected to incorporate the reading strategies annotating a text and QAR into their specific content areas to enhance student reading comprehension and to increase familiarity of science vocabulary  Classes limited to 25 students which will allow for additional contact time thus reducing teacher to student ratio which should provide additional one on one time with teachers	1.1. 1.1 Principal  Assistant Principal  Department Chairperson	1.1. 1.1. Student performance on common assessment of NGSS Standards  1.2 Bi-weekly PLC meetings to analyze student performance through data chats.  Compile data to establish areas of weakness or need for re-teaching or RtI intervention	1.1. 1. Benchmark performance and class performance on common assessment of each science strand
Science Goal #1:	<u>2010 Current Level of Performance:*</u> <b>16% 37</b>	<u>2011 Expected Level of Performance:*</u> <b>43 %19%</b>					
The goal is to increase the performance and percentage of students in each subgroup by 6%.							
Increase the weakest strand, Earth and Space Science from 50% to 56							

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			<p>allowing for feedback and analysis of student performance</p> <p>All students will receive diagnostic pre-test</p> <p>Science instruction for performance based diploma (PBD) students</p>			
		<p>1.2. The science FCAT is not tied to either promotion or graduation requirement hence many students fail to demonstrate mastery of content knowledge.</p>	<p>1.2 All students will be provided an opportunity to re-test for those not performing at a 70% or better on a 100 point scale.</p> <p>Intensive study sessions (RtI interventions) for students not demonstrating mastery of benchmarks.</p>	<p>1.2 Principal</p> <p>Assistant Principal</p> <p>Department Chairperson</p>	<p>1.2. Number of students taking honors and advanced mathematics and science courses.</p>	<p>1.2 Use of Exit Slips following instruction and opportunity for student application</p> <p>District formative results</p>
		1.3.	<p>1.3. Science teachers will follow the instruction focus lesson designed for reading, specifically targeted to address 9<sup>th</sup> and 10<sup>th</sup> grade science courses to include but not limited to annotated note taking and QAR</p>	<p>1.3. 1.1. Principal</p> <p>Assistant Principal</p> <p>Department Chairperson</p>	1.3.	<p>1.3. Verbal questioning , formative and summative assessments</p>
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p><b>2. Students achieving above proficiency (FCAT Levels 4 and 5) in science</b></p> <p>Science Goal #2:</p>		2.1. Students who are not	2.1. Provide additional	2.1. Principal	2.1. Solicit district personnel and	2.1.

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Student achievement level in Physical and Chemical Science reflect 50% of correctly answered responses. The goal is to increase the performance in the Physical and chemical science strand by enrolling more students in the honors and AP track.	2010 Current Level of Performance: * <b>1/3% (3)</b>	2011 Expected Level of Performance: * <b>11% (10)</b>	enrolled in the honors track are not exposed to all the science courses necessary to facilitate perform above proficiency	advanced training for science teachers in science content areas  Teachers will be expected to incorporate the reading strategies annotating a text and QAR into their specific content areas to enhance student reading comprehension and to increase familiarity of science vocabulary  diagnostic pre-test given to all students to establish individual student knowledge, to ensure differentiated instruction  Co-teaching between science and mathematics teachers	Assistant Principal  Department Chairperson	university partners to offer specific content area training.	
			2.2. Limited inquiry based laboratory experiences within each science content area	2.2. Development of rigorous curricula designed to engage student in both course work and laboratory investigations;	2.2. Principal Assistant Principal Department Chairperson	2.2. Participate in AP Science workshops and district personnel directed workshops	2.2.
			2.3 Students need increased opportunities to incorporate and utilize technology	2.3	2.3	2.3 Classroom observation and student data chats	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	PD Participants (e.g. , PLC, subject, grade level, or	Target Dates and Schedules (e.g. , Early Release) and	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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		PLC Leader	school-wide)	Schedules (e.g., frequency of meetings)		
Interdisciplinary curriculum writing	9-12	District personnel	School wide	June 2010	Weekly observations by administrator for review of lesson plans and instructional delivery	Principal Assistant Principals
Instructional Focus Lessons	9-12	Instructional Coach Reading Coach	School wide	September 2010	Weekly observations by administrator for differentiated instruction	Principal Assistant Principal
Marzano strategies	9-12	District Personnel	School wide	September 2010	Weekly observations by administrator for review of lesson plans and instructional delivery	Principal Assistant Principals
Compass Odyssey	9-12	Sid Vinson Math Coach	School Wide	September 2010	Review of lesson plans, Compass Odyssey Reports, and Observation	Administration
Response to Intervention (RtI) Strategies	9-12	District Personnel Gary Techentien	School Staff	August 2010 On-going	Review of teacher lesson plans, remediation strategies, scaffolding, and Differentiated Instruction	Administration
<b>Webb's Depth of Knowledge (DOK) &amp; Cognitive Complexity</b>	9-12 <sup>th</sup>	<b>Gail Holmes, Reading Coach</b>	School-wide	<b>January Planning Period Professional Development</b>	<b>Classroom Walkthroughs Coaching Sessions Student Conferences</b>	<b>Academic Coaches Principal Assistant Principals</b>
<b>Reading Data Analysis Workshop</b>	9-12 <sup>th</sup>	<b>Gail Holmes, Reading Coach</b>	School-wide	<b>October, January &amp; April Planning Period Professional Development</b>	<b>Classroom Walkthroughs Coaching Sessions Student Conferences</b>	<b>Academic Coaches Principal Assistant Principals</b>
<b>Differentiated Instruction</b>	9-12 <sup>th</sup>	<b>Barbara Burns, Instructional Coach</b>	School-wide	<b>November, January &amp; April Planning Period Professional Development</b>	<b>Classroom Walkthroughs Coaching Sessions</b>	<b>Academic Coaches Principal Assistant Principals</b>
<b>How to Develop Effective Tutorial and Enrichment Activities</b>	9-12 <sup>th</sup>	<b>Barbara Burns, Instructional Coach</b>	School-wide	<b>November &amp; January Planning Period Professional Development</b>	<b>Classroom Walkthroughs Coaching Sessions Student Work</b>	<b>Academic Coaches Principal Assistant Principals</b>

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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
RtI intervention	Faculty and staff		
Pull out sessions during and after school tutoring	Faculty and staff		
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Increase opportunity for students to engage and use technology during student centered activities and laboratory investigations	Identify grant sources	Grants	3,000.00
			<b>Subtotal:\$3,000.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers to receive training using instructional technology	Schultz Center		
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Grand Total:\$3,000.00</b>

*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.

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**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?
- 
- 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)).

<b>WRITING GOALS</b>	<b>Problem-Solving Process to Increase Student Achievement</b>
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**2010-2011 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
<b>1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing</b> Writing Goal #1:			1.1. 10 <sup>th</sup> grade students do not ordinarily include specificity in their writing.	1.1. 10 <sup>th</sup> grade ELA teachers review district writing assessments and analyzes class and individual student weaknesses.	1.1. 10 <sup>th</sup> grade ELA teachers will instruct, provide practice, maintain data, and monitor the progress of their students.	1.1. 10 <sup>th</sup> grade ELA teachers will read and score students revised essays paying particular attention to elaboration, grammar, and conventions.	1.1. District Timed Writing
	2010 Current Level of Performance:*	2011 Expected Level of Performance:*					
<i>Through modeling and consistent practice, we expect students to improve in writing.</i>	10 <sup>th</sup> grade: 97% 293/301	10 <sup>th</sup> grade 98% 338/345					
			1.2. Students must go from the general to the specific through the use of details.	1.2. ELA teachers provide individual students with specific feedback .	1.2. Instructional coach monitors data and assists.	1.2. Formatives	1.2. Formatives
			1.3. Students need to become more familiar with the use of various sentence structures and application of conventions and mechanics.	1.3. ELA teachers provide students time to revise.	1.3. Principal monitors data.	1.3.	1.3. Daily writing assignments, exit slips, 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
<b>2A. Student subgroups not making Adequate Yearly Progress (AYP) in writing</b> Writing Goal #2A:			2A.1. White: Black: Hispanic: Asian: American Indian: Students do incorporate a variety of sentence structures, conventions, or mechanics when writing.	2A.1. 10 <sup>th</sup> grade ELA teachers will review prewriting strategies with students and provide practice.	2A.1. 10 <sup>th</sup> grade ELA teachers will provide students guided practice and individual feedback through conferencing.	2A.1.	2A.1. District Timed Writings Practice essays #2, 3, and 4 will be scored by Write Score.
	2010 Current Level of Performance:*	2011 Expected Level of Performance:*					
<i>Through modeling and repeated practice, we expect students to provide a logical progression of ideas along with including personal examples including anecdotes and voice.</i>	Enter numerical data for current level of performance in this box. White:40% Black:52% Hispanic:10%	Enter numerical data for expected level of performance in this box. White:41% Black:43% Hispanic:11%					

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	Asian:3% American Indian:N/A	Asian:5% American Indian:					
			2A.2. Students do not like to reread and edit their own writing.	2A.2. Teachers will provide examples of personal examples.	2A.2. Pull out writing sessions will be provided by the instructional Coach for the lowest quartile writing students.	2A.2.	2A.2. Formative assessments
			2A.3.	2A.3. Teachers will identify and provide examples of voice in literary works and have students do likewise through extended practice.	2A.3.	2A.3.	2A.3. Regular practice assignments and exit slips
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
<b>2B. Student subgroups not making Adequate Yearly Progress (AYP) in writing</b>	<b>Writing Goal #2B: English Language Learners (ELL)</b>		2B.1. It is not uncommon for ELL students who are not yet proficient in English often have difficulty organizing their thoughts in their newly acquired language.	3B.1. Students will take lists of ideas and practice organizing the information before writing an essay using the information.	2B.1. ESOL and ELA teachers will check for understanding and monitor the students' work.	2B.1. 10 <sup>th</sup> grade ELA teachers will introduce the use of graphic organizers and provide practice.	2B.1. District Timed Writing
<b>Writing Goal #2B:</b>	<u>2010 Current Level of Performance:*</u>	<u>2011 Expected Level of Performance:*</u>					
<i>Students will practice prewriting strategies which focus on a logical organization of ideas before writing an essay.</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>					
			2B.2.	2B.2.	2B.2. ESOL teacher will assist students in explanation and review practice examples with students on an individual basis.	2B.2.	2B.2. Formative Assessments
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2C. Student subgroups not making Adequate Yearly Progress (AYP) in writing</b> Writing Goal #2C: <i>Students will practice prewriting strategies and include transitional devices.</i>	<b>Writing Goal #2C: Students with Disabilities (SWD)</b>		2C.1. Students rarely think or plan before writing.	2C.1. Students learn to read and interpret prompts and use a graphic organizer to assist in planning before writing.	2C.1. 10 <sup>th</sup> grade ELA/ESE teacher will check for understanding and monitor progress.	2C.1. Teacher includes Read aloud - Think alouds weekly to assist students in activating prior knowledge and other cognitive processes needed to understand the writing prompt.
	2010 Current Level of Performance:*	2011 Expected Level of Performance:*				
	Students scored 3.4 31/270	Enter numerical data for expected level of performance in this box.				
		2C.2. Students are not familiar with transitional words nor do they know when and where to incorporate them in their writing.	2C.2. Provide students with a list of transitions and explain their purpose.	2C.2. Differentiated instruction will be provided by the teacher.	2C.2. Students will read and identify transitional words in short literary works, magazine articles, newspaper articles, etc. weekly.	2C.2. Formatives
		2C.3.	2C.3. Have students identify transitions used in examples by teacher.	2C.3. Pull out push in writing assistance will be provided for by the instructional coach.	2C.3.	2C.3. McDougal Littell Literature – Essay Smart
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
<b>2D. Student subgroups not making Adequate Yearly Progress (AYP) in writing</b> Writing Goal #2D: N/A	<b>Writing Goal #2D: Economically Disadvantaged</b>		2D.1.	2D.1.	2D.1.	2D.1.
	2010 Current Level of Performance:*	2011 Expected Level of Performance:*				
	Enter numerical data for current level of performance in	Enter numerical data for expected level of performance in				

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	<i>this box.</i>	<i>this box.</i>					
			2D.2.	2D.2.	2D.2.	2D.2.	2D.2.
			2D.3.	2D.3.	2D.3.	2D.3.	2D.3.

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
“Writing Strategies You Can Use with Your Students”	9 & 10	10th grade ELA teachers, creative writing teachers & the	social studies, elective and ESE teachers	October 2010	Check for understanding and ask teachers to practice with their students one of the strategies taught and provide student work samples of the class activity/practice.	Instructional Coach & Principal

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		Instructional Coach				
“FCAT Writing: Expository & persuasive”	9 & 10	10th grade ELA teachers, Techentein, Hilda Smith, and district coaches	social studies, elective and ESE teachers	November 2010	Review and analyze data from next District Timed Writing Assessment following teacher training and student learning	Instructional Coach & Principal
Interdisciplinary curriculum writing	9-12	District personnel	School wide	June 2010	Review of lesson plans and instructional delivery through observation	Administration
Instructional Focus Lessons	9-12	Instructional Coach	School Wide	September 2010	Observations by administration	Administration
Compass Odyssey	9-12	Sid Vinson Math Coach	School Wide	September 2010	Review of lesson plans, Compass Odyssey Reports, and Observation	Administration
Marzano strategies	9-12	Standards Coach	School wide	Oct 2010	Review of lesson plans and instructional delivery	Administration
Response to Intervention (RtI) Strategies	9-12	District Personnel Gary Techentien	School Staff	August 2010 On-going	Review of teacher lesson plans, remediation strategies, scaffolding, and Differentiated Instruction	Administration
<b>Webb’s Depth of Knowledge (DOK) &amp; Cognitive Complexity</b>	9-12 <sup>th</sup>	<b>Gail Holmes, Reading Coach</b>	School-wide	<b>January Planning Period Professional Development</b>	<b>Classroom Walkthroughs Coaching Sessions Student Conferences</b>	<b>Academic Coaches Principal Assistant Principals</b>
<b>Reading Data Analysis Workshop</b>	9-12 <sup>th</sup>	<b>Gail Holmes, Reading Coach</b>	School-wide	<b>October, January &amp; April Planning Period Professional Development</b>	<b>Classroom Walkthroughs Coaching Sessions Student Conferences</b>	<b>Academic Coaches Principal Assistant Principals</b>
<b>Differentiated Instruction</b>	9-12 <sup>th</sup>	<b>Barbara Burns,</b>	School-wide	<b>November, January &amp; April Planning Period</b>	<b>Classroom Walkthroughs Coaching Sessions</b>	<b>Academic Coaches Principal</b>

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		<b>Instructional Coach</b>		<b>Professional Development</b>		<b>Assistant Principals</b>
<b>How to Develop Effective Tutorial and Enrichment Activities</b>	9-12 <sup>th</sup>	<b>Barbara Burns, Instructional Coach</b>	<b>School-wide</b>	<b>November &amp; January Planning Period Professional Development</b>	<b>Classroom Walkthroughs Coaching Sessions Student Work</b>	<b>Academic Coaches Principal Assistant Principals</b>

**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
Use Write Score Program which focuses on all aspects of writing from prewriting to the revised essay.	school site license and CD with one year's support for teachers teaching writing	school budget/TA budget	Paid in full from Turnaround
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Invite several local authors to talk about their personal experiences with writing and conduct a ½ day writing workshop for 10 <sup>th</sup> grade lowest quartile students and those who have an average >4 on	Local authors donate time and talent to do a ½ day workshop for students	school budget or SAC	\$150.00

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District Timed Writings #2 and 3			
			<b>Grand Total:\$150.00</b>

*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?

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

<b>ATTENDANCE GOAL(S)</b>			<b>Problem-solving Process to Increase Attendance</b>				
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
<b>1. Attendance</b> <u>Attendance Goal #1:</u>			1.1. Inclement weather, illness, etc.	1.1. Daily contact of parents/guardians of students that are absent via automated telephone calling system.	1.1. Attendance clerk	1.1. Monthly review of “Daily Attendance Analysis” report by FOUNDATION’s committee.	1.1. Peterson ”Daily Attendance Analysis” report.
1.1. Increase the student attendance rate at Peterson by 2%.	<u>2010 Current Attendance Rate:*</u>	<u>2011 Expected Attendance Rate:*</u>					
	<b>95.22%</b>	<b>97.22%</b>					
	<u>2010 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2011 Expected Number of Students with Excessive Absences (10 or more)</u>					
1.2. Decrease the number of students with excessive absences (10 or more) by 10%.	<b>338</b>	<b>304</b>					
	<u>2010 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2011 Expected Number of Students with Excessive Tardies (10 or more)</u>					
1.3 Decrease the number of students with excessive tardiness (10 or more) by 10%.	<b>37</b>	<b>33</b>					
			1.2. Inclement weather, illness, apathy, etc.	1.2. Biweekly Attendance Intervention Team (AIT) meetings with parent conferences scheduled for students with excessive absences.	1.2. Assistant Principal/Academy Administrator	1.2..Biweekly review of “Attendance Analysis” report by AIT.	1.2. Peterson “Student Attendance Analysis” report.
			1.3. Inclement weather, private transportation, illness, apathy, etc.	1.3. Daily tardy “sweeps” and calls/conferences to/with parents/guardians of students with excessive tardiness.	1.3. Assistant Principal/Academy Administrator	1.3. Daily monitoring of “Tardy Report” by Assistant Principal/Academy Administrator	1.3.. Peterson “Tardy Report”

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<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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 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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount

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			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Grand Total:</b>

*End of Attendance Goals*

**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?

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

<b>SUSPENSION GOAL(S)</b>			<b>Problem-solving Process to Decrease Suspension</b>				
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
<b>1. Suspension</b> Suspension Goal #1:			1.1. The majority of In-School Suspensions are for excessive tardiness (3 or more).	1.1.“Start On Time” lesson plans taught by all teachers as part of the Peterson FOUNDATIONS committee 2010-2011 “Begin with the End in Mind” initiative the first two weeks of school.	1.1. FOUNDATIONS committee	1.1. Review of Discipline (DIS004) “Incidents by Action Code” in Genesis.	1.1. Discipline “Incidents by Action Code” of Genesis.
<b>1.1 Reduce the number of In School Suspensions by 10%.</b>	2010 Total Number of In-School Suspensions	2011 Expected Number of In-School Suspensions					
	<b>1631</b>	<b>1468</b>					
<b>1.2 Reduce the number of students suspended in-school by 10%,</b>	2010 Total Number of Students Suspended In-School	2011 Expected Number of Students Suspended In-School					
	<b>585</b>	<b>526</b>					
<b>1.3 Reduce the number of Out-of-School Suspensions by 10%.</b>	2010 Number of Out-of-School Suspensions	2011 Expected Number of Out-of-School Suspensions					
	<b>26</b>	<b>23</b>					
<b>1.4 Reduce the number of students suspended out-of-school by 10%.</b>	2010 Total Number of Students Suspended Out- of- School	2011 Expected Number of Students Suspended Out- of-School					
	<b>25</b>	<b>22</b>					
			1.2. The majority of In-School Suspensions are for	1.2“Start On Time” lesson plans taught by all teachers as part of	1.2. FOUNDATIONS committee	1.2. Review of Discipline (DIS004) “Incidents by Action	1.2. Discipline “Incidents by Action Code” of

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		excessive tardiness (3 or more).	the Peterson FOUNDATIONs committee 2010-2011 “Begin with the End in Mind” initiative the first two weeks of school.		Code” in Genesis.	Genesis.
		1.3. Parents/guardians unable to avail their student of the Alternative To Out-Of-School (ATOSS) program.	1.3. “Start On Time” lesson plans taught by all teachers as part of the Peterson FOUNDATIONs committee 2010-2011 “Begin with the End in Mind” initiative the first two weeks of school.	1.3. FOUNDATIONs committee	1.3. Review of Discipline (DIS004) “Incidents by Action Code” in Genesis.	1.3. Discipline “Incidents by Action Code” of Genesis.
		1.4. Parents/guardians unable to avail their student of the Alternative To Out-Of-School (ATOSS) program.	1.4 Start On Time” lesson plans taught by all teachers as part of the Peterson FOUNDATIONs committee 2010-2011 “Begin with the End in Mind” initiative the first two weeks of school.	1.4 FOUNDATIONs committee	1.4. Review of Discipline (DIS004) “Incidents by Action Code” in Genesis.	1.4. Discipline “Incidents by Action Code” of Genesis.

**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
FOUNDATIONs Committee	9-12	Assistant Principal of Student Services	FOUNDATIONs Committee	Monthly committee meetings each Wednesday between Early Release days	Review of Discipline (DIS004) “Incidents by Action Code” in Genesis.	Assistant Principal of Student Services

**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
“Start On Time” lesson plans for all teachers.	“Start On Time” lesson plans for all teachers as a section of the FOUNDATIONs Lesson Plans notebook.	School budget.	\$400.00

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

<b>Subtotal:\$400.00</b>			
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Grand Total:\$400.00</b>

*End of Suspension Goals*

**Dropout Prevention Goal(s)**

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

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

**Guiding Questions to Inform the Problem-Solving Process**

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

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

<b>DROPOUT PREVENTION GOAL(S)</b>	<b>Problem-solving Process to Dropout Prevention</b>
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## 2010-2011 School Improvement Plan (SIP)-Form SIP-1

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
<b>1. Dropout Prevention</b> Dropout Prevention Goal: <i>*Please refer to the percentage of students who dropped out during the 2009-2010 school year.</i>			1.1. Retention of students due to insufficient credits.	1.1. Compass Odyssey	1.1. Principal, Assistant Principals, Academic Coaches.	1.1. Monthly Compass Odyssey Reports data analysis.	1.1. Review of lesson plans, Compass Odyssey Reports, and Observation.
1.1 Reduce the Dropout Rate by 2%.	2010 Current Dropout Rate:*	2011 Expected Dropout Rate:*					
	<b>5.6(67)</b>	<b>3.6</b>					
1.2 Increase the Graduation Rate by 2%.	2010 Current Graduation Rate:*	2011 Expected Graduation Rate:*					
	<b>87.9(190)</b>	<b>89.9</b>					
			1.2.. Florida Comprehensive Achievement Test	1.2. Peterson School Improvement Plans for Reading, Writing, Mathematics, and Science.	1.2. Principal, Assistant Principals, Academic Coaches	1.2. Weekly classroom walk through with "look for"; Monthly data analysis.	1.2. Benchmark Tests
			1.3.	1.3.	1.3.	1.3.	1.3.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

### 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

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Grand Total:</b>			

*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)).

<b>PARENT INVOLVEMENT GOAL(S)</b>	<b>Problem-solving Process to Parent Involvement</b>				
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

## 2010-2011 School Improvement Plan (SIP)-Form SIP-1

<b>1. Parent Involvement</b>		1.1. Transportation	1.1. Parent Involvement Workshop(s)/Activities	1.1. Assistant Principal of Student Services	1.1. Quarterly reviews by Parent Involvement Team (PIT).	1.1. Sign in sheets.	
Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>							
1.1. Increase the percentage of parents who participate in school activities by 100%	2010 Current level of Parent Involvement:*	2011 Expected level of Parent Involvement:*					
	<b>75</b>	<b>150</b>					
			1.2. Time	1.2. Parent Resource Night(s)	1.2. Assistant Principal of Student Services	1.2. Quarterly reviews by Parent Involvement Team (PIT).	1.2. Sign in sheets.
			1.3. Location	1.3. Parent Appreciation Dinner	1.3. Assistant Principal of Student Services	1.3. Quarterly reviews by Parent Involvement Team (PIT).	1.3. Sign in sheets.

### 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

### 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
Parent Involvement Workshop(s)/Activities	PI materials	School Title I funds	
Parent Resource Night(s); Parent Appreciation Dinner	Transportation; Food	School Title I funds	\$500.00

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

<b>Subtotal:\$500.00</b>			
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Subtotal:</b>			
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Subtotal:</b>			
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Grand Total:\$500.00</b>			

*End of Parent Involvement Goal(s)*

**Additional Goal(s)**

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

<b>ADDITIONAL GOAL(S)</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>1. Additional Goal</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Additional Goal #1:</b>							
<i>Enter narrative for the goal in this box.</i>	2010 Current Level :*	2011 Expected Level :*					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

**Additional Goal(s) Budget**

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

**Evidence-based Program(s)/Materials(s)**

Strategy	Description of Resources	Funding Source	Available Amount

**Subtotal:**

**Technology**

Strategy	Description of Resources	Funding Source	Available Amount

**Subtotal:**

**Professional Development**

Strategy	Description of Resources	Funding Source	Available Amount

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Grand Total:</b>

*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
Literacy rich environment providing additional books for classroom libraries.	School budget-limited/Reading	School funding	-0-
Enhance Math Instruction	AP materials	School funding	\$200.00
“Start-on-time” lesson plans for teachers.	Foundations lesson plan	School funded.	\$400.00
Parent Resource Night ; Appreciation dinner	Transportation, Dinner.	Title I funded	\$500.00
			<b>Subtotal: \$1,100.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Headphones for FAIR testing	School budget-limited/Reading	School funding	\$500
Calculators	Graphing calculators (TI-84 plus) or equivalent.	SAC Committee	\$5,000.00

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

Science lab investigations	Grant sources	Grants	\$3,000.00
Calculators	Scientific calculators	SAC Committee	\$2,000.00
			<b>Subtotal:\$10,500.00</b>
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Invite local authors to conduct writing workshop.	½ day workshop	School budget or SAC	\$150.00
			<b>Grand Total: \$11,750.00</b>

**Differentiated Accountability**

School-level Differentiated Accountability Compliance

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

X  *Attach school's Differentiated Accountability Checklist of Compliance*

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

**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
Student Planners	\$6,500.00
Student Incentives	\$1,500.00

Describe the activities of the School Advisory Council for the upcoming year.
SAC group acts as an advisory tool to school.
SAC will have direct contact with Principal.
SAC will hold monthly meetings.