

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

Proposed for 2011-2012

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

2011 - 2012 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: St Petersburg High School	District Name: Pinellas County Schools
Principal: Albert C. Bennett	Superintendent: John A. Stewart
SAC Chair: Duane Coad	Date of School Board Approval: October 11, 2011

Student Achievement Data:

The following links will open in a separate browser window.

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

[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	ALBERT BENNETT	M. Ed-University of South Florida Ph.D. University of Florida	6	18	School grade during the 2006-2007 school year was a C. School grade during the 2007-2008 school year was a C. School grade during the 2008-2009 school year was a D.
Assistant Principal	SUSAN FARIAS	M. Ed-University of South Florida	6	6	School grade during the 2006-2007 school year was a C. School grade during the 2007-2008 school year was a C. School grade during the 2008-2009 school year was a A.
Assistant Principal	JAMES ADAMS	M. Ed-National Louis University	3	5	School grade during the 2008-2009 school year was a A. School grade during the 2009-2010 school year was a A. School grade during the 2010-2011 school year was a TBA.
Assistant Principal	DAVID PITTMAN	M. Ed-University of South Florida	6	6	School grade during the 2006-2007 school year was a C. School grade during the 2007-2008 school year was a C. School grade during the 2008-2009 school year was a A.
Assistant Principal	CAROLYN ALTENORE	M. Ed-National Louis University	2	7	School grade during the 2009-2010 school year was a A. School grade during the 2010-2011 school year was a TBA.

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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

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)
	Nicole Harazin	Bs. UF English/minor Secondary Education, Master's UF Secondary	8	2	School grade for 2010-11 is pending
	Shannon Gryder	B.S. Florida State University, Speech-Language Pathology	15	2	School grade for 2010-11 is pending
	Hannah Rinaldi	BS Millsaps College Biology (6-12) Middle Grades Intermed 45	1	1	N/A

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	Project Completion Date	Not Applicable (If not, please explain why)
1. The SPHS Administration Team works diligently to recruit and retain high quality teachers. They seek to identify talented and qualified candidates and then facilitate certification issues if necessary. The	Principal	ongoing	
2. SPHS participates in the Pinellas County Induction Program for teachers new to the county. Additionally the school supports new teachers through Clinical Educator Training and the National Board	Principal	ongoing	
3. St Petersburg High currently has 47% of its teaching staff holding a master's degree or higher and 6.6% of our staff is Nationally Board Certified teachers. In order to encourage our staff to seek higher degrees and	Principal	ongoing	

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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
Avery-Wright, Jocelyn	El. Ed./ESE	Science - Earth-Space, Reading	Will be taking certification exam as required by ESE
Ellis, Shari R	ESE	English, Reading, Social Studies	Will be taking certification exam as required by ESE
Martinus, Peggy J	El. Ed./MG English/English	Reading	Will be finished with Reading Endorsement in January 2012

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
120	4% (5)	15% (18)	33% (39)	48% (58)	47% (56)		8% (9)	6% (7)	8% (10)

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A Title I Part A funds provide supplemental services and resources to improve teaching and learning in the district's highest poverty schools. Designated Title I funds are set aside for Parental Involvement, Public School Choice Options, Professional Development, Highly Qualified Teachers, and support for Homeless and Neglected/Delinquent students. Title I services are coordinated and integrated with other resources through the Office of Curriculum and Instruction, Student Assignment, and Research and Accountability.
Title I, Part C- Migrant N/A in Pinellas
Title I, Part D The district receives Title I, Part D funds which provide transition services from alternative education programs to zoned schools. Funds are targeted to support continuous education services to students in neglected and delinquent facilities through tutoring, instructional materials and resources, and technology.
Title II The district receives funds for staff development to increase student achievement through professional development for teachers and administrators. Title II funds provide math and science coaches, as required by Differentiated Accountability, in some of the district's lowest performing schools.
Title III Title III funds provide educational materials, bilingual translators, summer programs, and other support services to improve the education of immigrant and English Language Learners.
Title X- Homeless The district receives funds to provide resources (social workers, a resource teacher, tutoring, and literacy backpacks) for students for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. A portion of Title I funds is also set aside to provide services to homeless students.
Supplemental Academic Instruction (SAI) SAI funds are coordinated with Title I funds to provide extended learning opportunities for students during and after the regular school year.
Violence Prevention Programs N/A
Nutrition Programs Participation in the federal free and reduced lunch program
Housing Programs N/A
Head Start Title I funds are used to provide Pre-Kindergarten to Kindergarten transition services. Title I schools coordinate with staff from public and private preschool programs, including Head Start, to prepare students for a successful start to school.
Adult Education N/A
Career and Technical Education The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations.
Job Training The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations.

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Response to Instruction/Intervention (RtI)

The purpose of the School Based Leadership Team is to apply the 4 Steps of the Problem Solving model at the Tier 1 and Tier 2 levels. Activities would include: determine school-wide areas in need of improvement (Problem ID), identify and validate hypotheses (Problem Analysis), develop an action plan (Intervention Design), and monitor student outcomes (Response to Intervention).

School-Based RtI Team

Identify the school-based RtI Leadership Team

Carolyn Altenore (Assistant Principal), Shannon Gryder (RtI Coach), Debbie Drapo (teacher), Brad Kaweck (teacher), Vince Richardson (paraprofessional), Scott Trewin (teacher), Doug Spohn (social worker), Judy Powell (campus monitor), Kendra McCray (ESE associate), Patty Brewer (guidance counselor), Marge Aspell (behavior specialist), TBA (School psychologist), Deborah Gregory (social worker), Hannah Rinaldi (Curriculum Specialist)

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of

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

The School Based Leadership Team meets bi-monthly to problem solve, share effective practices, evaluate implementation, make decision, and practice new processes and skills. The roles of team members include Facilitator (Facilitate the meetings, Organize/disseminate the agenda and delegate duties/responsibilities, Assign duties and responsibilities, Create a respectful environment, Ensure that all members are involved); Co-facilitator (Assist the chairperson in facilitating the meetings, Run the meeting in the absence of the chairperson, Monitor participation and ensure equal input); Recorder (Fill out form during meetings, Capture the key points, Send each member the minutes on Outlook and post in school folder); Time Keeper (Monitor the time during the meeting, and ensure that the meeting start on time and end on time Monitor time on topic discussions); Speaker/Presenter to staff (Summarize main points, Represent the committee in larger groups, Share ideas with confidence); SBLT/RTI Member (Suggest options or alternatives, Come prepared, Provide data to support opinions, Listen to what other members are saying, Actively Participate).

The team discusses school wide behavioral and academic issues and interventions, and meets with the staff as a whole and in PLC format to discuss data concerning discipline and academics. The members of the RtI team coordinate with the Child Study Team as well, to refer students that have become chronic truancy problems. The team has a referral form that has been provided to all staff members to refer students they feel are in need of a Tier 2 or 3 interventions. The team reviews these at their meetings, and works as a group and with student services to provide the needed assistance to the students. The RtI team also provides professional development to the staff in terms of reviewing data (discipline and academic), explaining the meaning of the data and how to utilize the information for the classroom, and strategies for behavior and academics that can lead to higher student achievement.

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 SBLT will be responsible for managing and coordinating these efforts between all school teams as well as reviewing and revising the School Improvement Plan. The RtI Team meets with the St. Petersburg High School Administrative Team to develop and outline Tier 1, 2, and 3 targets for the School Improvement Plan. Targeted Areas include:

1. Academic and social/emotional areas that need to be addressed.

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.

Faculty recommendations (RtI referral form), discipline information, and attendance referrals will be documented and used to initiate the Response to Intervention Process. The problem solving process will include: problem identification, problem analysis, intervention development, and response to intervention. Data collection tools will include Portal, EDS, and FCAT Data. The Team will then works through the process for each Tier and assign a person responsible for the intervention that will be put in place.

Describe the plan to train staff on RtI.

The Response to Intervention Team will complete a needs assessment survey to determine the staff's familiarity with RtI Processes and Procedures. Professional Development opportunities will be determined based on the results of the needs assessment survey.

April 2011

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

1. Al Bennett: Principal
2. Nicole Harazin: Literacy Coach
3. Shannon Gryder: RtI Coach
4. Hannah Rinaldi: Curriculum Specialist
5. Kiya Broughton: Drama/Devil Vision (Student Newscast)/Freshmen Critical Thinking
6. Patricia Grunz: Drama (IB)
7. Rodney Benton: English (Honors and AP)
8. Kate Carter: Reading (11/12 grades)
9. Shari Ellis: ESE
10. Valerie Pillow: Science (Biology)
11. Tonya Strubbe (Media Specialist)
12. Ryan Sutherland: Student (IB/Book Club leader)

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

The LLT meets once a month. Agenda is sent to members one week before the meeting. Valerie Pillow types the minutes during the meeting. The team is aligning efforts to those presented by the Pinellas Leadership Literacy Project (PLLP). The literacy coach works closely with a National Literacy Project partner. The minutes for each meeting are shared with the partner. Also, the literacy coach is constantly communicating with the partner for planning meeting agendas, reflecting on meetings, deciding on the next step, and any other support that the partner can offer through e-mail, phone, or school visits with the literacy coach.

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

The major initiatives of the LLT this year will be to increase school-wide literacy. Initiatives to accomplish this will include demonstration days (2) for teachers to observe their peers teaching, professional development sessions on the comprehension instructional sequence, and facilitating opportunities for teachers to collaborate in order to share resources such as PowerPoint presentations and pertinent websites.

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NCLB Public School Choice

- **Notification of School in Need of Improvement (SINI) Status**
Upload a copy of the Notification of SINI Status to Parents in the designated upload link on the “Upload” page.
- **Public School Choice with Transportation (CWT) Notification**
Upload a copy of the CWT Notification to Parents in the designated upload link on the “Upload” page.
- **Supplemental Educational Services (SES) Notification**
Upload a copy of the SES Notification to Parents in the designated upload link on the “Upload” page.

***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.

- The school Literacy Leadership Team is established to grow the use of literacy strategies in all disciplines. The Team is composed of a cross section of the faculty that act as liaisons to help grow department wide literacy strategies in all classrooms
- The school has a Student Literacy Team that assists in the development and implementation of classroom literacy strategies.
- Teacher evaluations include a provision for teaching reading strategies to students. The teacher summative evaluation, in most cases, uses reading data as a portion of teacher performance.

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*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?

- Students are provided with an array of course offerings that have applicable skills directly relating to various post-secondary training.
- Applied and integrated courses are found extensively in our schools' Center of Excellence program. Within the Center of Excellence, students are required to take multiple integrated courses each year.
- Teachers use a daily common board configuration to identify learning targets for students and how it is relevant in their daily lives.

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?

- Guidance counselors meet with students in individual, small group and large group settings to provide service for academic and social needs. Academic advisement leading into career choice awareness, exploration and planning occurs each year.
- Students meet with guidance counselors individually each year to identify and request courses for the upcoming school year. Counselors also conduct credit checks each year, with multiple meetings each year as student's progress through high school.
- Students have the ability to take a transitions course into and out of high school where transition skills are developed and career planning takes place.

Postsecondary Transition

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

The School Based Leadership Team analyzes the High School Feedback Report each year to determine strengths, weaknesses and problem solve gaps in data. Since the data is lagging by two years, it is sometimes difficult to quickly affect change. Some current and previous strategies used to increase postsecondary readiness include: implementation and increased use of the AVID program; increased participation in advanced coursework; establishment and expansion of Centers of Excellence; increased participation in ACT, CPT, and SAT exams; improved articulation with local colleges and postsecondary institutions; and participation in partnerships with St. Petersburg College.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

READING GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions" identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving proficiency (FCAT Level 3) in reading			<ul style="list-style-type: none"> Reading strategies aligned to tested benchmarks at the appropriate level of cognitive/text complexity needed. 	<ul style="list-style-type: none"> Organize Literacy Leadership Team (LLT) to engage in collaborative problem solving and lead core literacy improvement efforts. 	Administration, Literacy Coach, Literacy Team	<ul style="list-style-type: none"> Grade-level teams and/or PLCs gather and review student data, engage in data-based discussions (e.g., Quality Quest protocol, Looking at Student Work protocol), and make recommendations for changes, when applicable. 	<ul style="list-style-type: none"> Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, District Common Assessments, EOCs, other classroom assessments)
<u>Reading Goal #1:</u>							
Improve the students level of performance in reading as measured by the FCAT reading and FAIR assessments.	<u>2011 Current Level of Performance*</u>	<u>2012 Expected Level of Performance*</u>	<ul style="list-style-type: none"> Instruction does not include a variety of practices that promote active student discussion and writing to elaborate on complex text. 	<ul style="list-style-type: none"> Engage teachers and leaders in routines that continuously promote a culture of change and improvement (e.g., classroom walkthroughs, instructional rounds, strategy walks, peer visits, lesson study). 	Administration, Literacy Coach, Literacy Team	<ul style="list-style-type: none"> School administrators conduct classroom walkthroughs to collect data and validate strategy use. 	<ul style="list-style-type: none"> Classroom Walkthrough Tools
	56% (598)	61%					

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Based on the analysis of student achievement data and reference to "Guiding Questions" identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading</p> <p><u>Reading Goal #2:</u></p>	<p>•Curriculum and instruction does not engage students in authentic higher order, cognitively complex literacy tasks.</p>	<p>•Align Professional Learning Communities (PLCs) to engage teachers in literacy improvement activities where inquiry, analysis of student work, and walkthrough data drive continuous improvement.</p>	<p>Administration, Literacy Coach</p>	<p>•Grade-level teams and/or PLCs gather and review student data, engage in data-based discussions (e.g., Quality Quest protocol, Looking at Student Work protocol), and make recommendations for changes, when applicable.</p>	<p>•Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, •District Common Assessments, EOCs, other classroom assessments)</p>
<p>Increase the percentage of students scoring at level 4 and 5 students on the FCAT reading assessment.</p>					
<p><u>2011 Current Level of Performance*</u></p>	<p><u>2012 Expected Level of Performance*</u></p>				
<p>36% (406)</p>	<p>40%</p>				

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Based on the analysis of student achievement data and reference to "Guiding Questions" identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Percentage of students making Learning Gains in reading			<ul style="list-style-type: none"> •Reading strategies aligned to tested benchmarks at the appropriate level of cognitive/text complexity needed. 	<ul style="list-style-type: none"> •Model practical ways of thinking through complex reading processes (e.g., previewing text, using fix up strategies, evaluating validity and reliability, considering viewpoints, drawing conclusions, making claims, justifying reasoning based on evidence from text). 	Administration, Literacy Coach	<ul style="list-style-type: none"> •Grade-level teams and/or PLCs gather and review student data, engage in data-based discussions (e.g., Quality Quest protocol, Looking at Student Work protocol), and make recommendations for changes, when applicable. 	<ul style="list-style-type: none"> •Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, •District Common Assessments, EOCs, other classroom assessments)
<u>Reading Goal #3:</u>							
Increase the number of students making learning gains in reading as measured by the FCAT and FAIR reading assessments.	<u>2011 Current Level of Performance*</u>	<u>2012 Expected Level of Performance*</u>	<ul style="list-style-type: none"> •Instruction does not include a variety of practices that promote active student discussion and writing to elaborate on complex text. 	<ul style="list-style-type: none"> •Engage teachers and leaders in routines that continuously promote a culture of change and improvement (e.g., classroom walkthroughs, instructional rounds, strategy walks, peer visits, lesson study). 	Administration, Literacy Coach	<ul style="list-style-type: none"> •School administrators conduct classroom walkthroughs to collect data and validate strategy use. 	<ul style="list-style-type: none"> •Classroom Walkthrough Tools
	59% (667)	64%					

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Based on the analysis of student achievement data and reference to "Guiding Questions" identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. Percentage of students in Lowest 25% making learning gains in reading			•Instruction is not adjusted based on assessment of students' literacy needs.	•Align Professional Learning Communities (PLCs) to engage teachers in literacy improvement activities where inquiry, analysis of student work, and walkthrough data drive continuous improvement.	Administration, Literacy Coach	•Grade-level teams and/or PLCs gather and review student data, engage in data-based discussions (e.g., Quality Quest protocol, Looking at Student Work protocol), and make recommendations for changes, when applicable.	•Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, •District Common Assessments, EOCs, other classroom assessments)
<u>Reading Goal #4:</u>							
Increase the number of low 25 students making learning gains in reading as measured by the FCAT and FAIR reading assessments.	<u>2011 Current Level of Performance*</u>	<u>2012 Expected Level of Performance*</u>	•Core reading instruction does not consistently provide enough opportunities for students to apply reading strategies.	•Develop action plans to build assessment literacy and provide professional development for school-wide instructional routines and literacy strategies.	Administration, Literacy Coach	•School administrators conduct classroom walkthroughs to collect data and validate strategy use.	•Classroom Walkthrough Tools
	46% (130)	50%					

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Based on the analysis of student achievement data and reference to "Guiding Questions" identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<p>5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading</p> <p>Reading Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)</p>	<p>Reading Goal #5A:</p>		<p>•Instruction is not adjusted based on assessment of students' literacy needs.</p>	<p>•Align Professional Learning Communities (PLCs) to engage teachers in literacy improvement activities where inquiry, analysis of student work, and walkthrough data drive continuous improvement.</p>	<p>Administration, Literacy Coach</p>	<p>•Grade-level teams and/or PLCs gather and review student data, engage in data-based discussions (e.g., Quality Quest protocol, Looking at Student Work protocol), and make recommendations for changes, when applicable.</p>	<p>•Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, •District Common Assessments, EOCs, other classroom assessments)</p>
	<p>White: Improve the reading performance of students in the white subgroup as measured by the FCAT and FAIR assessments</p>	<p><u>2011 Current Level of Performance*</u></p> <p><u>2012 Expected Level of Performance*</u></p>					
<p>Black: Improve the reading performance of students in the black subgroup as measured by FCAT and FAIR assessments.</p> <p>Asian: Improve the reading performance of students in the Asian subgroup as measured by FCAT and FAIR assessments.</p>	<p>White:63% (422) Black:19% (28) Hispanic:0% (0) Asian:70% (72) American Indian:0% (0)</p>	<p>White:67% Black:28% Hispanic:86% Asian:73% American Indian:0%</p>	<p>•Core reading instruction does not consistently provide enough opportunities for students to apply reading strategies.</p>	<p>•Develop action plans to build assessment literacy and provide professional development for school-wide instructional routines and literacy strategies.</p>	<p>Administration, Literacy Coach</p>	<p>•School administrators conduct classroom walkthroughs to collect data and validate strategy use.</p>	<p>•Classroom Walkthrough Tools</p>

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Based on the analysis of student achievement data and reference to "Guiding Questions" identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading	Reading Goal #5B: English Language Learners (ELL)					
	<u>Reading Goal #5B:</u>					
Improve the reading performance of students in the ELL subgroup N/A	<u>2011 Current Level of Performance*</u>	<u>2012 Expected Level of Performance*</u>				
	0% (0)	N/A				

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Based on the analysis of student achievement data and reference to "Guiding Questions" identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading	Reading Goal #5C: Students with Disabilities (SWD)						
	<u>Reading Goal #5C:</u>						
Improve the reading performance of students in the SWD subgroup N/A	<u>2011 Current Level of Performance*</u>	<u>2012 Expected Level of Performance*</u>					
	0% (0)	N/A					

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Based on the analysis of student achievement data and reference to "Guiding Questions" identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading	Reading Goal #5D: Economically Disadvantaged		<ul style="list-style-type: none"> •Instruction is not adjusted based on assessment of students' literacy needs. 	<ul style="list-style-type: none"> •Align Professional Learning Communities (PLCs) to engage teachers in literacy improvement activities where inquiry, analysis of student work, and walkthrough data drive continuous improvement. 	Administration, Literacy Coach	<ul style="list-style-type: none"> •Grade-level teams and/or PLCs gather and review student data, engage in data-based discussions (e.g., Quality Quest protocol, Looking at Student Work protocol), and make recommendations for changes, when applicable. 	<ul style="list-style-type: none"> •Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, •District Common Assessments, EOCs, other classroom assessments)
	<u>Reading Goal #5D:</u>						
Improve the reading performance of students in the Economically Disadvantaged subgroup as measured by the FCAT reading assessment.	<u>2011 Current Level of Performance*</u>	<u>2012 Expected Level of Performance*</u>	<ul style="list-style-type: none"> •Core reading instruction does not consistently provide enough opportunities for students to apply reading strategies. 	Administration, Literacy Coach	<ul style="list-style-type: none"> •School administrators conduct classroom walkthroughs to collect data and validate strategy use. 	<ul style="list-style-type: none"> •Classroom Walkthrough Tools 	
	36% (132)	46%					

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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	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Technology Technician	Technician will help teachers learn to integrate	Title 1	
increase use of technological resources in reading classes to increase student	Elmos, LCD, slates, and other educational tech	Title 1	\$42,000.00
Subtotal:			\$42,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Professional Resource Materials	Materials for on campus professional development	Title 1	\$2,000.00
pay for teachers to attend training aligned to meeting the goals of our SIP	subs, workshop fees, training materials, etc	SAC	\$5,000.00
Subtotal:			\$7,000.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Provide supplemental instructional materials to teachers	books. proiect materials. etc.	Title 1	\$40,000.00
purchasing literacv resources for teachers	books. supplemental materials. etc	SAC	
Subtotal:			\$40,000.00
Total:			\$89,000.00

End of Reading Goals

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Mathematics Goals

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

MATHEMATICS GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions" identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving proficiency (FCAT Level 3) in mathematics			<ul style="list-style-type: none"> •Students enter math courses not having achieved previous grade level proficiency. 	<ul style="list-style-type: none"> •Include a variety of assessments and checks for understanding to determine student mastery of goals, including use of the new district benchmark assessments. Provide Algebra I teachers and Geometry teachers with common planning time (if the master schedule permits). Teachers may also utilize team teaching and lesson pacing guides to maintain consistency among classes. 	The Administrative Team with the APC monitoring classes. All Math Teachers.	<ul style="list-style-type: none"> •School administrators conduct classroom walkthroughs to collect data and validate strategy use. Maintain a record of strategies and interventions utilized to target strands. Instructional Focus Calendar 	<ul style="list-style-type: none"> •Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, District Common Assessments, EOCs, other classroom assessments)
<u>Mathematics Goal #1:</u>							
Improve the level of performance in math as measured by the percentage of students receiving passing scores on the Algebra End of Course Exam.	<u>2011 Current Level of Performance*</u>	<u>2012 Expected Level of Performance*</u>	Our weakest areas are: Data Analysis (45%); Geometry in (48%); & Number Sense (48%) Full integration of technology and manipulatives to enhance instructional delivery for these areas of deficiencies.	Unwrapping the benchmarks will be infused through daily instruction to ensure content mastery in the areas of deficiencies.	The Administrative Team with the APC monitoring classes. All Math Teachers.	Review reports generated to ensure that students are making progress.	<ul style="list-style-type: none"> •Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, District Common Assessments, EOCs, other classroom assessments) 2012 Mathematics FCAT results; 2011 EOC Algebra I Baseline Results.
	77% (822)	80%					

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Based on the analysis of student achievement data and reference to "Guiding Questions" identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students achieving above proficiency (Levels 4 and 5) in mathematics		•Students enter math courses not having achieved previous grade level proficiency.	•Include a variety of assessments and checks for understanding to determine student mastery of goals, including use of the new district benchmark assessments. All teachers of 9th & 10th grade students will attend workshops on the Next Generations Standards, EOC Algebra I and EOC Geometry, if provided by the District.	The Administrative Team with the APC monitoring classes. All Math Teachers.	•School administrators conduct classroom walkthroughs to collect data and validate strategy use. Records ongoing classroom assignments/assessments that target application of the skills taught.	•Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, District Common Assessments, EOCs, other classroom assessments)
<u>Mathematics Goal #2:</u>						
Increase the percentage of students receiving an 80% or higher on the Algebra End of Course exam.	<u>2011 Current Level of Performance*</u>	<u>2012 Expected Level of Performance*</u>	Our weakest areas are: Data Analysis (45%); Geometry in (48%); & Number Sense (48%) Full integration of technology and manipulatives to enhance instructional delivery for these areas of deficiencies.	Unwrapping the benchmarks will be infused through daily instruction to ensure content mastery in the areas of deficiencies. Review Algebraic concepts in 9th grade Geometry courses prior to Algebra I EOC. Provide Algebra I teachers and Geometry teachers with common planning time (if the master schedule permits). Teachers may also utilize team teaching and lesson pacing guides to maintain consistency among classes.	The Administrative Team with the APC monitoring classes. All Math Teachers.	•Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, District Common Assessments, EOCs, other classroom assessments)
	27% (300)	30				
			First Year Implementation of EOC Geometry & Second year implementation of EOC Algebra I for teachers and students. Teachers in need of more Professional Development.	Increase use of the computers in the media center after school utilizing FCAT Explorer. Tutoring will also be available before and after school through the ELP Program. All math teachers of 9th & 10th grade students will attend any workshops on the Next Generations Standards and EOC Algebra I & Geometry provided by the District.	The Administrative Team with the APC monitoring classes. All Math Teachers.	

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Based on the analysis of student achievement data and reference to "Guiding Questions" identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>3. Percentage of students making learning gains in mathematics (excluding 9th grade; learning gains will be available for this grade)</p>		<p>•Students enter math courses not having achieved previous grade level proficiency.</p>	<p>•Include a variety of assessments and checks for understanding to determine student mastery of goals, including use of the new district benchmark assessments.</p>	<p>Admin Team with APC monitoring classes. All math teachers</p>	<p>•School administrators conduct classroom walkthroughs to collect data and validate strategy use.</p>	<p>•Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, District Common Assessments, EOCs, other classroom assessments)</p>
<p><u>Mathematics Goal #3:</u></p>						
<p>Increase the number of students making learning gains in math</p>	<p><u>2011 Current Level of Performance*</u></p>	<p><u>2012 Expected Level of Performance*</u></p>	<p>First year implementation of grade 10 EOC Geometry.</p> <p>Second year implementation of grade 9 EOC Algebra I.</p> <p>Administering Algebra I EOC to students who are currently enrolled in a Geometry class.</p>	<p>Admin Team with APC monitoring classes. All math teachers</p>	<p>•School administrators conduct classroom walkthroughs to collect data and validate strategy use.</p>	<p>•Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, District Common Assessments, EOCs, other classroom assessments)</p>
	<p>77% (870)</p>	<p>determined by school</p>				

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

Based on the analysis of student achievement data and reference to "Guiding Questions" identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. Percentages of students in Lowest 25% making learning gains in mathematics		<p>•Students enter math courses not having achieved previous grade level proficiency.</p> <p>All teachers of 9th & 10th grade students will attend workshops on the Next Generations Standards, EOC Algebra I and EOC Geometry, if provided by the District.</p> <p>Review Algebraic concepts in 9th grade Geometry courses prior to Algebra I EOC.</p>	<p>•Include a variety of assessments and checks for understanding to determine student mastery of goals, including use of the new district benchmark assessments.</p>	Admin Team with APC monitoring classes. All math teachers	<p>•School administrators conduct classroom walkthroughs to collect data and validate strategy use.</p>	<p>•Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, District Common Assessments, EOCs, other classroom assessments)</p>
<u>Mathematics Goal #4:</u>						
Increase the percentage of low 25 students passing the Algebra End of Course exam.	<u>2011 Current Level of Performance*</u>	<u>2012 Expected Level of Performance*</u>	Provide Algebra I teachers and Geometry teachers with common planning time (if the master schedule permits). Teachers may also utilize team teaching and lesson pacing guides to maintain consistency among classes.	Admin Team with APC monitoring classes. All math teachers	<p>•School administrators conduct classroom walkthroughs to collect data and validate strategy use.</p>	<p>•Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, District Common Assessments, EOCs, other classroom assessments)</p>
	59% (167)	69%				

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Based on the analysis of student achievement data and reference to "Guiding Questions" identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics	Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	•Students enter math courses not having achieved previous grade level proficiency.	•Include a variety of assessments and checks for understanding to determine student mastery of goals, including use of the new district benchmark assessments.	Admin team with the APC monitoring classes. ALL math teachers	•School administrators conduct classroom walkthroughs to collect data and validate strategy use.	•Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, District Common Assessments, EOCs, other classroom assessments)
	<u>Mathematics Goal #5A:</u>					
Improve the percentage of students in the black subgroup who pass the End of course Algebra exam.	<u>2011 Current Level of Performance*</u>	<u>2012 Expected Level of Performance*</u>	•Students receive in class differentiated instruction to help students meet math deficiencies. 9th grade students who scored at a Level 1 2011 will be scheduled an an Intensive Math class. 10th grade students failing the Algebra 1 EOC Exam will be given the opportunity to take it again in 2012. 9th & 10th grade Students scoring at a Level 2 or who failed Algebra 1 but passed the EOC will be offered after-school tutoring and	Admin Team with APC monitoring classes. All math teachers	•School administrators conduct classroom walkthroughs to collect data and validate strategy use.	•Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, District Common Assessments, EOCs, other classroom assessments)
	Black:42% (0)	Black52%				

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Based on the analysis of student achievement data and reference to "Guiding Questions" identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics	Mathematics Goal #5B: English Language Learners (ELL)						
	<u>Mathematics Goal #5B:</u>						
Improve the math performance of students in the ELL subgroup N/A	<u>2011 Current Level of Performance*</u>	<u>2012 Expected Level of Performance*</u>					
	0% (0)	86%					

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

Based on the analysis of student achievement data and reference to "Guiding Questions" identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics	Mathematics Goal #5C: Students with Disabilities (SWD)						
	<u>Mathematics Goal #5C:</u>						
Improve the math performance of students in the SWD subgroup N/A	<u>2011 Current Level of Performance*</u>	<u>2012 Expected Level of Performance*</u>					
	0% (0)	86%					

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

Based on the analysis of student achievement data and reference to "Guiding Questions" identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics	Mathematics Goal #5D: Economically Disadvantaged		•Students enter math courses not having achieved previous grade level proficiency.	•Include a variety of assessments and checks for understanding to determine student mastery of goals, including use of the new district benchmark assessments.	The Admin Team with the APC monitoring classes. All math teachers.	•School administrators conduct classroom walkthroughs to collect data and validate strategy use.	•Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, District Common Assessments, EOCs, other classroom assessments)
	<u>Mathematics Goal #5D:</u>						
Improve the math performance of students in the Economically Disadvantaged subgroup	<u>2011 Current Level of Performance*</u>	<u>2012 Expected Level of Performance*</u>					
	63% (116)	67%					

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Science Goals

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

SCIENCE GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions" identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving proficiency (FCAT Level 3) in Science			•Students lack background information relating to science concepts.	•Use questioning techniques at various cognitive levels to promote learning.	Administrative Team Curriculum Specialist	•School administrators conduct classroom walkthroughs to collect data and validate strategy use.	•Classroom Walkthrough Tools
<u>Science Goal #1:</u>							
Improve our student's level performance in science as measured by the percentage of students passing the end of Course Biology Exam.	<u>2011 Current Level of Performance*</u>	<u>2012 Expected Level of Performance*</u>	•Students' limited background knowledge inhibits their deeper understanding of science concepts.	•Include a variety of assessments and checks for understanding to determine student mastery of goals, including use of the new district benchmark assessments.	Administrative Team Curriculum Specialist	•Grade-level teams and/or PLCs gather and review student data, engage in data-based discussions (e.g., Quality Quest protocol, Looking at Student Work protocol), and make recommendations for changes, when applicable.	•Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, District Common Assessments, EOCs, other classroom assessments)
	54% (252)	59%					

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Based on the analysis of student achievement data and reference to "Guiding Questions" identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students achieving above proficiency (FCAT Levels 4 and 5) in Science			•Students lack background information relating to science concepts.	•Use the 5Es model that includes engage, explore, explain, elaborate, and evaluate.	Administrative team Curriculum Specialist	•School administrators conduct classroom walkthroughs to collect data and validate strategy use.	•Classroom Walkthrough Tools
<u>Science Goal #2:</u>							
Increase the percentage of African American students that are proficient in science as measured by the End of Course Biology assessment.	<u>2011 Current Level of Performance*</u>	<u>2012 Expected Level of Performance*</u>	•Students' limited background knowledge inhibits their deeper understanding of science concepts.	•Use questioning techniques at various cognitive levels to promote learning.	Administrative Team Curriculum Specialist	•Grade-level teams and/or PLCs gather and review student data, engage in data-based discussions (e.g., Quality Quest protocol, Looking at Student Work protocol), and make recommendations for changes, when applicable.	•Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, District Common Assessments, EOCs, other classroom assessments)
	13%	23%					

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Writing Goals

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

WRITING GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions" identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing. <u>Writing Goal #1:</u> Increase the percentage of students who score a level 4 or above on the State writing assessment.			•Students do not have enough opportunities to study models of good writing.	•Language arts teachers include models on-demand essays as components of instruction.	Assistant Principal of Curriculum and English Dept Chair, and Reading coach	•Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, District Common Assessments, EOCs, other classroom assessments)	•Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, District Common Assessments, EOCs, other classroom assessments)
	<u>2011 Current Level of Performance*</u> Level 4: 83% (461)	<u>2012 Expected Level of Performance*</u> Level 4: 85%	•Instruction does not provide for ample opportunities to write.	•All teachers provide subject-specific writing assignments based on inquiry activities (e.g., lab reports in science courses).	Assistant Principal of Curriculum and English Dept Chair	•Grade-level teams and/or PLCs gather and review student data, engage in data-based discussions (e.g., Quality Quest protocol, Looking at Student Work protocol), and make recommendations for changes, when applicable.	•Teachers' self-evaluation and reflection and Principal/coach observation results.

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Based on the analysis of student achievement data and reference to "Guiding Questions" identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. Students subgroups not making Adequate Yearly Progress (AYP) in Writing	Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	•Instruction does not provide for ample opportunities to write.	•All teachers support students' use of writing strategies.	Assistant Principal for Curriculum and English Dept Chair	•Grade-level teams and/or PLCs gather and review student data, engage in data-based discussions (e.g., Quality Quest protocol, Looking at Student Work protocol), and make recommendations for changes, when applicable.	•Assessment Data (e.g., FCAT, FAIR, Glencoe OEG, FCIM Activities, District Common Assessments, EOCs, other classroom assessments)
	<u>Writing Goal #2A:</u>					
Increase the percentage of African American students scoring a 4 or above on the writing assessment.	<u>2011 Current Level of Performance*</u>	<u>2012 Expected Level of Performance*</u>				
	Black: 66%	Black: 76%				

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Based on the analysis of student achievement data and reference to "Guiding Questions" identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2B. Student subgroups not making Adequate Yearly Progress (AYP) in writing	Writing Goal #2B: Students with Disabilities (ELL)						
	<u>Writing Goal #2B:</u>						
N/A	<u>2011 Current Level of Performance*</u>	<u>2012 Expected Level of Performance*</u>					
	0% (0)	90%					

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Based on the analysis of student achievement data and reference to "Guiding Questions" identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2C. Student subgroups not making Adequate Yearly Progress (AYP) in writing	Writing Goal #2C: Students with Disabilities (SWD)						
	<u>Writing Goal #2C:</u>						
	Improve the writing performance of students in the SWD subgroup N/A	<u>2011 Current Level of Performance*</u>					
	93% (51)	90%					

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Based on the analysis of student achievement data and reference to "Guiding Questions" identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2D. Student subgroups not making Adequate Yearly Progress (AYP) in writing <u>Writing Goal #2D:</u>	Writing Goal #2D Economically Disadvantaged		•Instruction does not provide for ample opportunities to write.	•All teachers support students' use of writing strategies.	Assistant Principal for Curriculum and English Department Chair	•Grade-level teams and/or PLCs gather and review student data, engage in data-based discussions (e.g., Quality Quest protocol, Looking at Student Work protocol), and make recommendations for changes, when applicable.	•Classroom Walkthrough Tools
	Increase the number of Economically Disadvantaged students scoring a 4 or above on FCAT writing	<table border="1"> <thead> <tr> <th><u>2011 Current Level of Performance*</u></th> <th><u>2012 Expected Level of Performance*</u></th> </tr> </thead> <tbody> <tr> <td>69 %</td> <td>79%</td> </tr> </tbody> </table>					
<u>2011 Current Level of Performance*</u>	<u>2012 Expected Level of Performance*</u>						
69 %	79%						

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

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	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
On site professional development opportunities		Title 1	
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Provide supplemental instructional materials to teachers	Books, project materials, etc.	Title 1	
Subtotal:			
Total:			

End of Writing Goals

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

Attendance Goals

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

ATTENDANCE GOALS			Problem-Solving Process to Increase Attendance				
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
<u>Attendance Goal #1:</u>			A large number of students are absent consistently. The students lack motivation to attend school on a regular basis. Lack of parental support and encouragement is a factor.	The Child Study Team will monitor our students' attendance biweekly by using portal, the automatic attendance call system, teacher referrals, and parent communication. The team will develop strategies to address attendance concerns, as well as refer attendance concerns to the Attendance Specialist, RTI committee, Parent & Family Liaison, Teen Court, or other social services as needed to assist in correcting absences. The Child Student Team will	RTI Committee and Child Study Team	Review biweekly attendance reports.	Portal and EDS attendance data
1) Increase the overall school's Average Daily Attendance by 2%	<u>2011 Current Attendance Rate</u> : *	<u>2012 Expected Attendance Rate</u> : *					
	1) 92% (1933) 2) 88.5%	1) 94% 2) 93.5%					
2) Increase the Average daily attendance of African American Students by 5%	<u>2011 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2012 Expected Number of Students with Excessive Absences (10 or more)</u>					
	1)1022 2) 225	1) 1002 2) 214					
	<u>2011 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2012 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	1) 1215 2) 331	1) 1191 2) 314					

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

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	Amount
Parent Community Liasion	Will work with parents to increase student	Title 1	
RtI Coach	Will participate on Child Study Team	Title 1	
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Attendance Goals

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

Suspension Goals

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

SUSPENSION GOAL(S)			Problem-Solving Process to Decrease Suspension						
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		
<u>Suspensions Goal #1:</u>			1. Students do not have the necessary self management skills to make proper choices	1. Peer Mediation program Class meetings to go over behavior expectations	1. Assistant principals, Rtl coach, Intervention center paraprofessional	1. Data on repeat offenses in Portal EDS data	1. Number of suspensions listed in Portal		
1. Reduce the number of school suspensions of students by by 5% 2. Reduce the number of school suspensions by African American students by 5%	<u>2011 Total Number of In-School Suspensions</u>	<u>2012 Expected Number of In-School Suspension</u>	Students lack the social skills to get along with others	Using a more streamlined curriculum in the 9th grade critical thinking classes.	GEP teachers		Number of repeat offenses in Portal		
	1224	1162	Students lack coping skills to be able to assimilate to high school	Access to behavior specialist to assist with the learning of behavioral skills.	9th grade critical thinking teachers				
	491	467						Increase use of technology in classrooms to increase student engagement	Behavior Specialist
	<u>2011 Total Number of Suspended In-School</u>	<u>2012 Expected Number of students Suspended In-School</u>	2. Students do not have the necessary self management skills to make proper choices	2. Peer Mediation program Class meetings to go over behavior expectations	2. Assistant principals, Rtl coach, Intervention center paraprofessional			2. Data on repeat offenses in Portal EDS data	2. Number of suspensions listed in Portal
	454	432	Students lack the social skills to get along with others	Using a more streamlined curriculum in the 9th grade critical thinking classes.	GEP teachers				Number of repeat offenses in Portal
	125	119	Students lack coping skills to be able to assimilate to high school	Access to behavior specialist to assist with the learning of behavioral skills.	9th grade critical thinking teachers				
	<u>2011 Number of Out-of-School suspensions</u>	<u>2012 Expected Out-of-School Suspensions</u>	Lack of adults in life modeling appropriate behaviors.	Increase use of technology in classrooms to increase student engagement	Behavior Specialist				
	420	399			Technology Technician				
	211	201							
	<u>2011 Total Number of Students Suspended Out-of-School</u>	<u>2012 Expected Number of Students Suspended Out-of-School</u>							
233	222								
83	79								

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

Suspension Budget

Include only school-based funded activities /materials and exclude district funded activities/materials			
Evidence-based Program(s) / Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Peer Mediation	GEP	N/A	
Class Meetings to teach behavior expectations	AP's and campus security	N/A	
Parent Community Liasion	Work with community to find mentors for students	Title 1	\$30,086.00
Subtotal:			\$30,086.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Technology Technician	Provide assistance with integrating technology into	Title 1	\$43,810.00
Subtotal:			\$43,810.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Ongoing professional development for classroom management for teachers		Title 1	\$17,432.00
RtI Coach	Provides instructional support to teachers in	Title 1	\$58,814.00
Subtotal:			\$76,246.00
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			\$150,142.00

End of Suspension Goals

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

Dropout Prevention Goal(s)

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

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

DROPOUT PREVENTION GOAL(S)			Problem-Solving Process to Decrease Suspension				
Based on the analysis of student achievement data and reference to "Guiding Questions" identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention <i>*Please refer to the percentage of students who dropped out during the 2009-2010 school year.</i>			1. Many students fall behind in credits during their 9th grade and 10th grade year. 2. A high percentage of students fail to pass the required reading and Math FCAT in 10th grade. 3. Students not passing either the reading or math FCAT will be placed in intensive Reading and Math classes in 11th grade and offered FCAT boot camp tutoring.	. The leadership team will the progress of our 9th and 10th grader to identify students who are in the need of after-tutoring. 2. Students in danger of failing either the Reading or Math FCAT at the 10th grade level will be placed into intensive classes for reading/math	1 David Pittman, Assistant principal for curriculum.	1. The percentage of students at risk not to graduate going into the 11th grade year. 2. The percentage of students passing the FCAT in 10th grade on the first attempt.	1. Graduation at-risk report 2. The results form FCAT data reports.
<u>Dropout Prevention Goal #1:</u>							
The percentage of African American students who drop out in 2011-12 will decrease by 1% he percentage of African American students graduate in 2011-12 will increase by 5%	<u>2011 Current Dropout Rate:</u>	<u>2012 Expected Dropout Rate:</u>					
	3.95%	2.95%					
	<u>2011 Current Graduation Rate:</u>	<u>2012 Expected Graduation rate</u>					
	79%	84%					

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Parent Involvement Goal(s)

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

PARENT INVOLVEMENT GOAL(S)			Problem-Solving Process to Parent Involvement				
Based on the analysis of student achievement data and reference to "Guiding Questions" identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated</i>			•Job Disconnect between schools and families No access to computer at home	Schedule activities/workshops that are family friendly so all can participate. Look at data/needs assessment. Survey families and students regarding what they think their needs are. Use Parent Community Liason to communicate with parents and find links to school Allow access to school	Parent Community Liason Assistant Principals	Portal Data on Parent Access	Portal Data on Parent Access
<u>Parent Involvement Goal #1:</u>							
Increase the number of parents accessing Portal by 5%	<u>2011 Current level of Parent Involvement</u>	<u>2012 Expected level of Parent Involvement:</u>					
	1807	1897					

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Parent Involvement Budget

Include only school-based funded activities /materials and exclude district funded activities/materials			
Evidence-based Program(s) / Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Parent Community Liasion	Work with families to get involved in school. and	Title 1	
Familv night training for teachers	Provide training for families on curriculum subjects	Title 1	\$2,000.00
RtI Coach	Will provide support to Parent Liasion with the	Title 1	
Subtotal:			\$2,000.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Building Brides Training for teachers	Training to help teachers work with parents and	N/A	
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Postage for mailings		Title 1	\$2,500.00
Agenda books for parent communication		Title 1	\$9,000.00
Instructional materials for parent/familv trainines		Title 1	\$500.00
Printing services for compacts. etc.		Title 1	\$2,000.00
Subtotal:			\$14,000.00
Total:			\$16,000.00

End of Parent Involvement Goals

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Additional Goal(s)

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

ADDITIONAL GOAL(S)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions" identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal			•Students are not cognitively engaged in school.	•Create an orderly routine environment that promotes consistency.	Administrative Team RtI Coach Behavior Specialist	Portal data/EDS data on discipline BOQ at end of year	•Student outcome data BOQ
<u>Additional Goal #1: School-wide behavior plan</u>							
A positive and proactive behavior plan will be developed, implemented, and revised that supports social/emotional learning, behavior, and engagement. Improvement will be measured by comparisons of BOQ and PIC scores, student outcome data (attendance, ODRs, and suspensions) to indicate a decrease in lost instructional time.	<u>2011 Current Level:*</u>	<u>2012 Expected Level:*</u>					
	80	85					

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Additional Goal(s)

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

ADDITIONAL GOAL(S)		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
2. Additional Goal		•Low initial buy-in and/or participation from targeted group(s)	•Focus on necessary steps to reach/pursue personal goals and aspirations.	Classroom teachers of health and HOPE core	Completion of healthy schools builder 6 steps with updated status of one or more items on the healthy schools inventory	•Student outcome data from Healthy Schools Builder
<u>Additional Goal #2: Wellness</u>						
Provide comprehensive supports for a healthier school environment by achieving Gold Level status in all eight components of the self-report Healthy Schools Inventory.	<u>2011 Current Level:*</u>					
	•Meeting Silver Level or above status in each of the eight components of the self-report Healthy Schools Inventory	Gold				

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Additional Goal(s)

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

ADDITIONAL GOAL(S)		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				
3. Additional Goal										
	<table border="1"> <tr> <td data-bbox="411 636 554 753"><u>2011 Current Level:*</u></td> <td data-bbox="554 636 693 753"><u>2012 Expected Level:*</u></td> </tr> <tr> <td></td> <td></td> </tr> </table>	<u>2011 Current Level:*</u>	<u>2012 Expected Level:*</u>							
<u>2011 Current Level:*</u>	<u>2012 Expected Level:*</u>									

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Additional Goal(s)

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

ADDITIONAL GOAL(S)		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
4. Additional Goal						
<u>2011 Current Level:*</u>	<u>2012 Expected Level:*</u>					

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Additional Goal(s)

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

ADDITIONAL GOAL(S)		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
5. Additional Goal						
	<u>2011 Current Level:*</u>	<u>2012 Expected Level:*</u>				

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FINAL BUDGET

Please provide the total budget from each section.	
Reading Budget	Total: \$89,000.00
Mathematics Budget	Total: \$56,507.00
Science Budget	Total:
Writing Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total: \$150,142.00
Dropout Prevention Budget	Total: \$55,198.00
Parent Involvement Budget	Total: \$16,000.00
Additional Goals Budget	Total:
Grand Total:	\$366,847.00

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

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school's DA Status

School Differentiated Accountability Status
<input type="radio"/> Intervene <input checked="" type="radio"/> Correct II <input type="radio"/> Prevent II <input type="radio"/> Correct I <input type="radio"/> Prevent I <input type="radio"/> N/A

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

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 the activities of the School Advisory Council for the upcoming year.
The SAC committee will be instrumental in reviewing and advising the administration at SPSHS on school policy and programs. In addition, the SAC will review and approval the School Improvement Plan and Title one plan. The committee will also allocate School Improvement funds to activities that align with the SIP. Most importantly, the committee will oversee the implementation of the SIP throughout the school year.

Describe projected use of SAC funds.	Amount
Any SAC funds available this year will be used to assist in the implementation of the SIP. Therefore, most of the funds will go to purchasing literacy resources and to pay for substitutes for teachers to attend training related to meeting the goals of our SIP.	\$5000.00