

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

2011-2012

2011 – 2012 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Hollywood Academy of Arts and Science Middle School (5362)	District Name: Broward
Principal: Donte’ Fulton	Interim Superintendent: Donnie Carter
SAC Co-Chair: Sherry Pallavicini SAC Co-Chair: Cynthia Gwyn	Date of School Board Approval:

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	Donte’ Fulton	Bachelor of Arts in English and a Master of Arts in Curriculum and Instruction / Certification includes English Grades 6-	5	6 th year	2006-2007 School Grade = A Read Prof. = 78% Read Learning Gains = 69% Read Lowest 25% Gains = 72%

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		12, and Educational Leadership (All Levels)			<p>Math Prof = 73% Math Learning Gains = 59% Math Lowest 25% Gains = 51%</p> <p>2007-2008 School Grade = A Read Prof. = 83% Read Learning Gains = 67% Read Lowest 25% Gains = 63% Math Prof = 86% Math Learning Gains = 66% Math Lowest 25% Gains = 61%</p> <p>2008-2009 School Grade = A Read Prof. = 82% Read Learning Gains = 73% Read Lowest 25% Gains = 60% Math Prof = 81% Math Learning Gains = 66% Math Lowest 25% Gains = 65%</p> <p>2009-2010 School Grade = A Read Prof. = 84% Read Learning Gains = 73% Read Lowest 25% Gains = 60% Math Prof = 85% Math Learning Gains = 76% Math Lowest 25% Gains = 57%</p> <p>2010-2011 School Grade = A Read Prof. = 87% Read Learning Gains = 71% Read Lowest 25% Gains = 69% Math Prof = 85% Math Learning Gains = 72% Math Lowest 25% Gains = 67%</p>
Assistant Principal	Sherry Pallavicini	Bachelors of Science in Elementary Education, and a Master of Science in Educational Leadership / Certification includes Elementary Education K-	5	First year	During the previous five years at HAAS, Ms. Pallavicini was recognized and awarded as a high performing educator of second, fourth, and sixth grades. The school performance is the same as above while serving same years of service at HAAS.

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		6, Educational Leadership (All Levels), and ESOL Endorsement			
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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)
N/A	N/A	N/A	N/A	N/A	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	Projected Completion Date	Not Applicable (If not, please explain why)
1. Interview Committee	Donte’ Fulton	08/12/2011	
2. Recruitment Fairs	Diana Bowman	On-going	
3. New Teacher Orientation	Corporate HR and Education Team	08/10/2011	
4. Teacher Learning Community	Cynthia Gwyn	06/01/2011	

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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
N/A	N/A	N/A	N/A

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
12	.08% (1)	50% (6)	50% (6)	0% (0)	33% (4)	100% (12)	0% (0)	0% (0)	25% (3)

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
Paul Gerhardt	April Sessa	Experienced team member to provide support in subject area	CSUSA expectations, HAAS processes and responsibilities, and organizational strategies

Additional Requirements

June 2011
 Rule 6A-1.099811
 Revised June 1, 2011 FRH

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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 funding is utilized to hire additional staff members that are not allocated in our annual budget, which includes a Math Support person. Services are provided to ensure students requiring additional remediation are assisted in push-in and pull-out programs in the school. The Math Support person develops, leads, and evaluates core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum and intervention approaches; assists with the design and implementation of progress monitoring, data collection and data analysis of assessments including benchmarks.
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) Hollywood Academy of Arts and Science identifies students in need of academic support and offers supplemental academic instruction through a tutorial program. The tutorial program includes Reading, Mathematics, and Writing sessions and is scheduled after school in order to meet the needs of all students.
Violence Prevention Programs The school's curriculum incorporates programs and activities that promote non-violence and anti-drug prevention. The school also has a partnership with the Clarion Council which emphasizes character throughout the curriculum.
Nutrition Programs The National School Lunch Program is utilized at Hollywood Academy of Arts and Science. The School Food Service Program, school breakfast, school lunch, and aftercare snacks, follow the Healthy Food and Beverage Guidelines as per the District Wellness Policy. Also, Nutrition Education, as per state statute, is taught through physical education.
Housing Programs N/A
Head Start N/A
Adult Education N/A
Career and Technical Education N/A
Job Training

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N/A
Other
N/A

Response to Instruction/Intervention (RtI)

School-Based RtI Team
Identify the school-based RtI Leadership Team. The school based RtI Leadership Team includes the school's administration, reading specialist, and ESE specialist.
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 school based RtI team meets weekly to analyze and disaggregate formative data. The team reviews instructional focus calendars and creates intervention and remediation plans to aid students that are struggling with concepts and standards. The team also disaggregates data to ensure that enrichment is provided for students that have mastered concepts.
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 has an important role in the development and implementation of the SIP. The team analyzes and disaggregates data to help drive instruction. The team also monitors the plan to ensure that goals are being met and student achievement is positively impacted.
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. Hollywood Academy of Arts and Science utilizes the Student Information System (SIS) to house, categorize, and summarize data.
Describe the plan to train staff on RtI. The RtI Leadership Team will train the staff on RtI during pre-planning week. The RtI Leadership Team will also provide follow-up training throughout the year to ensure that all staff understand and implement the RtI process.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Donte' Fulton, Sherry Pallavicini, Cynthia Gwyn, and Tiffany Dewberry
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The school-based Literacy Leadership Team will meet on a weekly basis throughout the school year. The team will analyze and disaggregate data to determine content mastery and proficiency, as well as drive curriculum and instruction. Feedback will also be utilized to assist with the creation and facilitation of intervention and enrichment strategies that will be implemented, facilitated, and integrated across the curriculum: Data Chats, Classroom Walkthroughs, Professional Development, Curriculum Mapping, Assessment Planning, Teacher Support, and Curriculum Choices.

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

The analysis of RtI and differentiated instruction will be the major initiatives of the school-based Literacy Leadership Team. The goal is for students to master specific standards which will positively affect their standardized test scores.

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.

Teaching reading strategies is the responsibility of every teacher. The school literacy team will ensure that every teacher is teaching reading strategies by conducting lesson plan reviews, classroom walkthroughs using walkthrough forms, and leadership team data chats.

**High Schools Only*

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

June 2011

Rule 6A-1.099811

Revised June 1, 2011 FRH

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

N/A

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?

N/A

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.

N/A

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 Reading Goal #1: 47% of the students will score at a proficient level on the 2011-2012 Reading FCAT.			1.1. Need for Professional Development in the areas of lesson planning and differentiated instruction implementation	1.1. Map out Professional Development calendar for PLCs	1.1. Donte' Fulton Sherry Pallavicini Deborah Smith	1.1. Data Chats PD Calendar SAC Review	1.1. Benchmark 1 Benchmark 2 Benchmark 3 FCAT		
Based on the 2010-2011 Reading FCAT data in Grades 6, 7, and 8, 44% of the students achieved an	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">2011 Current Level of Performance:*</td> <td style="text-align: center;">2012 Expected Level of Performance:*</td> </tr> </table>	2011 Current Level of Performance:*	2012 Expected Level of Performance:*						
2011 Current Level of Performance:*	2012 Expected Level of Performance:*								

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FCAT Level 3 score. 2010-2011 FCAT Level 3 6th = 38/99=38% 7th = 30/69=43% 8th = 36/67=54% Average = 104/235=44%	44%	47%					
			1.2. Teachers not utilizing high yield instructional teaching strategies	1.2. Conduct Classroom Walkthrough Observations	1.2. Donte' Fulton Sherry Pallavicini Cynthia Gwyn	1.2. Classroom Walkthrough Observations for each teacher with follow-up	1.2. Student Information System (SIS) Classroom Walkthrough Form
			1.3. Lack of RtI processes	1.3. Professional Development during preplanning week Child Study Teams determine interventions	1.3. Donte' Fulton Sherry Pallavicini Denise Strachan Teachers	1.3. Child Study Teams Student progress monitoring Data Chats	1.3. Student progress and performance data
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading Reading Goal #2: 41% of the students will score either a Level 4 or 5 on the 2011-2012 Reading FCAT.			2.1. Need for Professional Development in the areas of lesson planning and differentiated instruction implementation	2.1. Map out Professional Development calendar for PLCs	2.1. Donte' Fulton Sherry Pallavicini Deborah Smith	2.1. Data Chats PD Calendar SAC Review	2.1. Benchmark 1 Benchmark 2 Benchmark 3 FCAT
Based on the 2010-2011 Reading FCAT data in Grades 6, 7, and 8, 38 % of the students achieved an FCAT Level 4/5 score. 2010-2011 FCAT Level 4/5: 6th = 48/99=48% 7th = 24/69=35% 8th = 18/67=27% Average = 90/235=38%							
			2.2. Teachers not utilizing high yield instructional teaching strategies	2.2. Conduct Classroom Walkthrough Observations	2.2. Donte' Fulton Sherry Pallavicini Cynthia Gwyn	2.2. Classroom Walkthrough Observations for each teacher with follow-up	2.2. Student Information System (SIS) Classroom Walkthrough Form
			2.3. Lack of RtI processes	2.3. Professional Development during preplanning week Child Study Teams determine interventions	2.3. Donte' Fulton Sherry Pallavicini Denise Strachan Teachers	2.3. Child Study Teams Student progress monitoring Data Chats	2.3. Student progress and performance data
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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3. Percentage of students making Learning Gains in reading Reading Goal #3: 100% of the students will make Learning Gains on the 2011-2012 Reading FCAT.			3.1. Need for Professional Development in the areas of lesson planning and differentiated instruction implementation	3.1. Map out Professional Development calendar for PLCs	3.1. Donte' Fulton Sherry Pallavicini Deborah Smith	3.1. Data Chats PD Calendar SAC Review	3.1. Benchmark 1 Benchmark 2 Benchmark 3 FCAT
Based on the 2010-2011 FCAT data in Grades 6, 7, and 8, 71% of the students made learning gains. Learning Gains are achieved by: 1. Improve FCAT Levels 2. Maintain a Level 3, 4, 5 3. Improve more than one year within Level 1 or 2	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	71%	100%					
			3.2. Teachers not utilizing high yield instructional teaching strategies	3.2. Conduct Classroom Walkthrough Observations	3.2. Donte' Fulton Sherry Pallavicini Cynthia Gwyn	3.2. Classroom Walkthrough Observations for each teacher with follow-up	3.2. Student Information System (SIS) Classroom Walkthrough Form
		3.3. Lack of RtI processes	3.3. Professional Development during preplanning week Child Study Teams determine interventions	3.3. Donte' Fulton Sherry Pallavicini Denise Strachan Teachers	3.3. Child Study Teams Progress monitoring Data Chats	3.3. Student progress and performance data	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. Percentage of students in Lowest 25% making learning gains in reading Reading Goal #4: 100% of the students in the Lowest 25% will make learning gains for the 2011-2012 FCAT.			4.1. Need for Professional Development in the areas of lesson planning and differentiated instruction implementation	4.1. Map out Professional Development calendar for PLCs	4.1. Donte' Fulton Sherry Pallavicini Deborah Smith	4.1. Data Chats PD Calendar SAC Review	4.1. Benchmark 1 Benchmark 2 Benchmark 3 FCAT
Based on the 2010-2011 Reading FCAT data, 69% of students in the Lowest 25% made learning gains. Learning Gains are achieved by: 1. Improve FCAT Levels 2. Maintain a Level 3, 4, 5	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	69%	100%					
			4.2. Teachers not utilizing high yield instructional teaching strategies	4.2. Conduct Classroom Walkthrough Observations	4.2. Donte' Fulton Sherry Pallavicini Cynthia Gwyn	4.2. Classroom Walkthrough Observations for each teacher with follow-up	4.2. Student Information System (SIS) Classroom Walkthrough Form
		4.3. Lack of RtI processes	4.3. Professional Development during preplanning week Child Study Teams determine interventions	4.3. Donte' Fulton Sherry Pallavicini Denise Strachan Teachers	4.3. Child Study Teams Progress monitoring Data Chats	4.3. Student progress monitoring and performance data	

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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 applicable subgroup(s):		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool													
5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading <u>Reading Goal #5A:</u> Student subgroups will reduce the number of not making AYP total from 16% to 13%. The 2010-2011 Reading FCAT AYP data is as follows: Total = 84% White = 87% Black = 67% Hispanic = 87% ED = 79% 100% - 84% = 16% not making AYP	Reading Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	5A.1. Need for Professional Development in the areas of lesson planning and differentiated instruction implementation	5A.1. Map out Professional Development calendar for PLCs	5A.1. Donte' Fulton Sherry Pallavicini Deborah Smith	5A.1. Data Chats PD Calendar SAC Review	5A.1. Benchmark 1 Benchmark 2 Benchmark 3 FCAT													
	<table border="1"> <thead> <tr> <th>2011 Current Level of Performance:*</th> <th>2012 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td>White: 87%</td> <td>White: 88%</td> </tr> <tr> <td>Black: 67%</td> <td>Black: 86%</td> </tr> <tr> <td>Hispanic: 87%</td> <td>Hispanic: 88%</td> </tr> <tr> <td>Asian: N/A</td> <td>Asian: N/A</td> </tr> <tr> <td>American Indian: N/A</td> <td>American Indian: N/A</td> </tr> </tbody> </table>	2011 Current Level of Performance:*	2012 Expected Level of Performance:*	White: 87%	White: 88%	Black: 67%	Black: 86%	Hispanic: 87%	Hispanic: 88%	Asian: N/A	Asian: N/A	American Indian: N/A	American Indian: N/A		5A.2. Teachers not utilizing high yield instructional teaching strategies	5A.2. Conduct Classroom Walkthrough Observations	5A.2. Donte' Fulton Sherry Pallavicini Cynthia Gwyn	5A.2. Classroom Walkthrough Observations for each teacher with follow-up	5A.2. Student Information System (SIS) Classroom Walkthrough Form
	2011 Current Level of Performance:*	2012 Expected Level of Performance:*																	
White: 87%	White: 88%																		
Black: 67%	Black: 86%																		
Hispanic: 87%	Hispanic: 88%																		
Asian: N/A	Asian: N/A																		
American Indian: N/A	American Indian: N/A																		
		5A.3. Lack of RtI processes	5A.3. Professional development during preplanning week Child Study Teams determine interventions	5A.3. Donte' Fulton Sherry Pallavicini Denise Strachan Teachers	5A.3. Child Study Teams Progress monitoring Data Chats	5A.3. Student progress and performance data													
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool													
5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading <u>Reading Goal #5B:</u> N/A No AYP data available for this subgroup.	Reading Goal #5B: English Language Learners (ELL)	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.													
	<table border="1"> <thead> <tr> <th>2011 Current Level of Performance:*</th> <th>2012 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table>	2011 Current Level of Performance:*	2012 Expected Level of Performance:*	N/A	N/A														
2011 Current Level of Performance:*	2012 Expected Level of Performance:*																		
N/A	N/A																		

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		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5C:	Reading Goal #5C: Students with Disabilities (SWD)		5C.1.	5C.1.	5C.1.	5C.1.
	No AYP data available for this subgroup.	2011 Current Level of Performance: * 2012 Expected Level of Performance: *				
		N/A N/A	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
5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5D: Economically Disadvantaged students not making AYP will be reduced from 21% to 14%.	Reading Goal #5D: Economically Disadvantaged		5D.1. Need for Professional Development in the areas of lesson planning and differentiated instruction implementation	5D.1. Map out Professional Development calendar for PLCs	5D.1. Donte’ Fulton Sherry Pallavicini Deborah Smith	5D.1. Benchmark 1 Benchmark 2 Benchmark 3 FCAT
	2010-2011 FCAT AYP for Economically Disadvantaged: 79%	2011 Current Level of Performance: * 2012 Expected Level of Performance: *				
	100% - 79% = 21% not making AYP.	79% 86%	5D.2. Teachers not utilizing high yield instructional teaching strategies	5D.2. Conduct Classroom Walkthrough Observations	5D.2. Donte’ Fulton Sherry Pallavicini Cynthia Gwyn	5D.2. Classroom Walkthrough Observations for each teacher with follow-up

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		5D.3. Lack of RtI processes	5D.3. Professional Development during preplanning week Child Study Teams determine interventions	5D.3. Donte' Fulton Sherry Pallavicini Denise Strachan Teachers	5D.3. Child Study Teams Progress monitoring Data Chats	5D.3. Student progress and performance data
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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
Professional Learning Communities: Lesson Planning and Differentiated Instruction Implementation	6-8/All subjects	Kaynell Green Nannette Rogers Ben Tunis	Grades 6-8 Teachers	August 2011-June 2012	PLC Communication Form Sample Lesson Plans	Donte' Fulton Sherry Pallavicini Deborah Smith

Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Instruction, Practice and Homework	Curriculum Associates Texts	General	17.85
Instruction, Practice and Homework	Curriculum Associates Consumables	General	1,283.55
Vocabulary Instruction, Practice and Homework	Zaner Bloser	General	174.90
Instruction, Practice and Homework	Triumph Learning-FCAT Coach	General	1,550.78
	Hampton Brown	General	1,573.20
			Subtotal: 4,600.28
Technology			
Strategy	Description of Resources	Funding Source	Amount

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				Subtotal:
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
Professional Development across the curriculum through Professional Learning Communities (PLCs)	The Café Book: Engaging All Students The Daily Five: Fostering Literacy	Title 1 and General	See Additional Goals Total	
				Subtotal:
Other				
Strategy	Description of Resources	Funding Source	Amount	
				Subtotal:
				Total:

End of Reading Goals

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 (Level 3) in mathematics			1.1. Need for Professional Development in the areas of lesson planning and differentiated instruction implementation	1.1. Map out Professional Development calendar for PLCs	1.1. Donte' Fulton Sherry Pallavicini Deborah Smith	1.1. Data Chats PD Calendar Data Chats	1.1. Benchmark 1 Benchmark 2 Benchmark 3 FCAT
Mathematics Goal #1: 33% of the students will score at a proficient level on the 2011-2012 Math FCAT. Based on the 2010-2011 FCAT Math data in Grades 6, 7, and 8, 30% of the students achieved an FCAT Level 3 score. 2010-2011 FCAT Math Level 3: 6th = 23/99=23% 7th = 22/69=32% 8th = 25/67=37% Average = 70/235=30%							
	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	30%	33%					
			1.2. Teachers not utilizing high yield instructional teaching strategies	1.2. Conduct Classroom Walkthrough Observations	1.2. Donte' Fulton Sherry Pallavicini	1.2. Classroom Walkthrough Observations for each teacher with follow-up	1.2. Student Information System (SIS) Classroom Walkthrough Form

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		1.3. Lack of RtI processes	1.3. Professional Development during preplanning week Child Study Teams determine interventions	1.3. Donte' Fulton Sherry Pallavicini Denise Strachan Teachers	1.3. Child Study Teams Progress monitoring Data Chats	1.3. Student progress and performance data
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students achieving above proficiency (Levels 4 and 5) in mathematics Mathematics Goal #2: 55% of the students will score either a Level 4 or 5 on the 2011-2012 Math FCAT.		2.1. Need for Professional Development in the areas of lesson planning and differentiated instruction implementation	2.1. Map out Professional Development calendar for PLCs	2.1. Donte' Fulton Sherry Pallavicini Deborah Smith	2.1. Data Chats PD Calendar SAC Review	2.1. Benchmark 1 Benchmark 2 Benchmark 3 FCAT
Based on the 2010-2011 FCAT Math data in Grades 6, 7, and 8, 52% of the students achieved an FCAT Level 4/5 score. 2010-2011 Math FCAT Level 4/5: 6th = 48/99=48% 7th = 38/69=55% 8th = 36/67=54% Average = 122/235=52%	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>				
	52%	55%				
			2.2. Teachers not utilizing high yield instructional teaching strategies	2.2. Conduct Classroom Walkthrough Observations	2.2. Donte' Fulton Sherry Pallavicini	2.2. Classroom Walkthrough Observations for each teacher with follow-up
		2.3. Lack of RtI processes	2.3. Professional Development during preplanning week Child Study Teams determine interventions	2.3. Donte' Fulton Sherry Pallavicini Denise Strachan Teachers	2.3. Child Study Teams Progress monitoring Data Chats	2.3. Student progress and performance data
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Percentage of students making learning gains in mathematics (excluding 9th grade; learning gains will not be available for this grade) Mathematics Goal #3: 100% of the students will make learning gains on the 2011-2012 Math FCAT.		3.1. Need for Professional Development in the areas of lesson planning and differentiated instruction implementation	3.1. Map out Professional Development calendar for PLCs	3.1. Donte' Fulton Sherry Pallavicini Deborah Smith	3.1. Data Chats PD Calendar SAC Review	3.1. Benchmark 1 Benchmark 2 Benchmark 3 FCAT
Based on the 2010-2011 Math FCAT data in Grades 6, 7, and 8, 72% of the students made learning gains. Learning Gains are achieved by: 1. Improve FCAT Levels 2. Maintain a Level 3, 4, 5	<u>2011 Current Level of Performance:*</u>	<u>2012Expected Level of Performance:*</u>				
	72%	100%				
			3.2.	3.2.	3.2.	3.2.

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3. Improve more than one year within Level 1 or 2			Teachers not utilizing high yield instructional teaching strategies	Conduct Classroom Walkthrough Observations	Donte' Fulton Sherry Pallavicini	Classroom Walkthrough Observations for each teacher with follow-up	Student Information System (SIS) Classroom Walkthrough Form		
			3.3. Lack of RtI processes	3.3. Professional Development during preplanning week Child Study Teams determine interventions	3.3. Donte' Fulton Sherry Pallavicini Denise Strachan Teachers	3.3. Child Study Teams Progress monitoring Data Chats	3.3. Student progress and performance data		
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. Percentage of students in Lowest 25% making learning gains in mathematics <u>Mathematics Goal #4:</u> 100% of the students in the Lowest 25% will make learning gains on the 2011-2012 Math FCAT.			4.1. Need for Professional Development in the areas of lesson planning and differentiated instruction implementation	4.1. Map out Professional Development calendar for PLCs	4.1. Donte' Fulton Sherry Pallavicini Deborah Smith	4.1. Data Chats PD Calendar SAC Review	4.1. Benchmark 1 Benchmark 2 Benchmark 3 FCAT		
Based on the 2010-2011 Math FCAT data, 67% of the students in the Lowest 25% made learning gains.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*							
	67%	100%							
			4.2. Teachers not utilizing high yield instructional strategies	4.2. Conduct Classroom Walkthrough Observations	4.2. Donte' Fulton Sherry Pallavicini	4.2. Classroom Walkthrough Observations for each teacher with follow-up	4.2. Student Information System (SIS) Classroom Walkthrough Form		
			4.3. Lack of RtI processes	4.3. Professional Development during preplanning week Child Study Teams determine interventions	4.3. Donte' Fulton Sherry Pallavicini Denise Strachan Teachers	4.3. Child Study Teams Progress monitoring Data Chats	4.3. Student progress and performance data		
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics <u>Mathematics Goal #5A:</u> Student subgroups will reduce in the number of students not making AYP total from 17% to 12%.			Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)		5A.1. Need for Professional Development in the areas of lesson planning and differentiated instruction implementation	5A.1. Map out Professional Development calendar for PLCs	5A.1. Donte' Fulton Sherry Pallavicini Deborah Smith	5A.1. Data Chats PD Calendar SAC Review	5A.1. Benchmark 1 Benchmark 2 Benchmark 3 FCAT
The 2010-2011 Math FCAT AYP data is as follows:	2011 Current Level of Performance:*	2012 Expected Level of Performance:*							

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Total = 83% White = 92% Black = 67% Hispanic = 83% Asian = N/A American Indian = N/A 100% - 83% = 17% not making AYP.	White: 92% Black: 67% Hispanic: 83% Asian: N/A American Indian: N/A	White: 93% Black: 86% Hispanic: 86% Asian: N/A American Indian: N/A					
			5A.2. Teachers not utilizing high yield instructional teaching strategies	5A.2. Conduct Classroom Walkthrough Observations	5A.2. Donte' Fulton Sherry Pallavicini	5A.2. Classroom Walkthrough Observations for each teacher with follow-up	5A.2. Student Information System (SIS) Classroom Walkthrough Form
		5A.3. Lack of RtI Processes	5A.3. Professional Development during preplanning week Child Study Teams determine interventions	5A.3. Donte' Fulton Sherry Pallavicini Denise Strachan Teachers	5A.3. Child Study Teams Progress monitoring Data Chats	5A.3. Student progress and performance data	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics <u>Mathematics Goal #5B:</u> No AYP data available for this subgroup.	Mathematics Goal #5B: English Language Learners (ELL)		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
	N/A	N/A					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
		5B.3	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics <u>Mathematics Goal #5C:</u>	Mathematics Goal #5C: Students with Disabilities (SWD)		5C.1.	5C.1.	5C.1.	5C.1.	5C.1.

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No AYP data available for this subgroup.	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	N/A	N/A					
			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
5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics <u>Mathematics Goal #5D:</u> Economically Disadvantaged students not making AYP will reduce from 23% to 14%.	Mathematics Goal #5D: Economically Disadvantaged		5D.1. Need for Professional Development in the areas of lesson planning and differentiated instruction implementation	5D.1. Map out Professional Development calendar for PLCs	5D.1. Donte' Fulton Sherry Pallavicini Deborah Smith	5D.1. Data Chats PD Calendar SAC Review	5D.1. Benchmark 1 Benchmark 2 Benchmark 3 FCAT
	<u>2010-2011 Math FCAT AYP for Economically Disadvantaged is 77%</u>	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>				
	100% - 77% = 23% not making AYP.	77%	86%				
			5D.2. Teachers not utilizing high yield instructional teaching strategies	5D.2. Conduct Classroom Walkthrough Observations	5D.2. Donte' Fulton Sherry Pallavicini	5D.2. Classroom Walkthrough Observations for each teacher with follow-up	5D.2. Student Information System (SIS) Classroom Walkthrough Form
			5D.3. Lack of RtI processes	5D.3. Professional Development during preplanning week Child Study Teams determine interventions	5D.3. Donte' Fulton Sherry Pallavicini Denise Strachan Teachers	5D.3. Child Study Teams Progress monitoring Data Chats	5D.3. Student progress and performance data

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Professional Learning	6-8/All	Kaynell Green	Grades 6-8 Teachers	August 2011-June 2012	PLC Communication Form	Donte' Fulton

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Communities: Lesson Planning and Differentiated Instruction Implementation		Nannette Rogers Ben Tunis			Sample Lesson Plans	Sherry Pallavicini Deborah Smith

Mathematics Budget (Insert rows as needed)

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

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

Strategy	Description of Resources	Funding Source	Amount
Instruction, Practice and Homework	Florida School Book Deposit Texts	General	8,008.20
Instruction, Practice and Homework	Florida School Book Deposit Consumables	General	248.40
Instruction, Practice and Homework	Triumph Learning, FCAT Coach	General	1,550.78

Subtotal: 9,807.38

Technology

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Professional Development

Strategy	Description of Resources	Funding Source	Amount
Professional Development across the curriculum through Professional Learning Communities (PLCs)	The Café Book: Engaging All Students The Daily Five: Fostering Literacy	Title 1 and General	See Additional Goals Total

Subtotal:

Other

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Total:

End of Mathematics Goals

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Science Goals

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

SCIENCE GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving proficiency (FCAT Level 3) in science Science Goal #1: 49% of the students will score at a proficient level on the 2011-2012 Science FCAT.			1.1. Need for Professional Development in the areas of lesson planning and differentiated instruction implementation	1.1. Map out Professional Development calendar for PLCs	1.1. Donte' Fulton Sherry Pallavicini Deborah Smith	1.1. Data Chats PD Calendar SAC Review	1.1. Benchmark 1 Benchmark 2 Benchmark 3 FCAT
Based on the 2010-2011 Science FCAT data in Grade 8, 46% of the students achieved an FCAT Level 3 score. 2010-2011 Science FCAT Level 3: 31/67= 46%	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	46%	49%					
			1.2. Teachers not utilizing high yield instructional teaching strategies	1.2. Conduct Classroom Walkthrough Observations	1.2. Donte' Fulton Sherry Pallavicini	1.2. Classroom Walkthrough Observations for each teacher with follow-up	1.2. Student Information System (SIS) Classroom Walkthrough Form
			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
2. Students achieving above proficiency (FCAT Levels 4 and 5) in science Science Goal #2: 24% of the students will score either a Level 4 or 5 on the 2010-2011 Science FCAT.			2.1. Need for Professional Development in the areas of lesson planning and differentiated instruction implementation	2.1. Map out Professional Development calendar for PLCs	2.1. Donte' Fulton Sherry Pallavicini Deborah Smith	2.1. Data Chats PD Calendar SAC Review	2.1. Benchmark 1 Benchmark 2 Benchmark 3 FCAT
Based on the 2010-2011 Science FCAT data in Grade 8, 21% of the students achieved an FCAT Level 4/5 score. 2010-2011 Science FCAT Level 4/5: 14/67= 21%	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	21%	24%					
			2.2. Teachers not utilizing high yield instructional teaching strategies	2.2. Conduct Classroom Walkthrough Observations	2.2. Donte' Fulton Sherry Pallavicini	2.2. Classroom Walkthrough Observations for each teacher with follow-up	2.2. Student Information System (SIS) Classroom Walkthrough Form

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		2.3.	2.3.	2.3.	2.3.	2.3.
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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
Professional Learning Communities: Lesson Planning and Differentiated Instruction Implementation	6-8/All	Kaynell Green Nannette Rogers Ben Tunis	Grades 6-8 Teachers	August 2011-June 2012	PLC Communication Form Sample Lesson Plans	Donte' Fulton Sherry Pallavicini Deborah Smith

Science Budget (Insert rows as needed)

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

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Instruction, Practice and Homework	Glencoe Texts	General	1,732.50
Instruction, Practice and Homework	Glencoe Consumables	General	3,900.60
Instruction, Practice and Homework	Fisher Science Education Consumables	General	264.55
Instruction, Practice and Homework	NASCO Consumables	General	373.45
			Subtotal: 6,271.10
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Professional Development across the curriculum through Professional Learning Communities (PLCs)	The Café Book: Engaging All Students The Daily Five: Fostering Literacy	Title 1 and General	See additional Goals Total
			Subtotal:

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

End of Science Goals

Writing Goals

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

WRITING GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing</p> <p>Writing Goal #1: Students achieving Adequate Yearly Progress by scoring FCAT Level 3.0 and higher will maintain 100% on the 2011-2012 Writing FCAT.</p>			<p>1.1. Need for Professional Development in areas of Writing FCAT expectations, teacher monitoring and feedback for student writing improvement</p>	<p>1.1. Professional Development for writing to include study of new FCAT expectations and grading, individual conferencing to provide specific feedback to students on their writing, and tracking progress.</p>	<p>1.1. Donte' Fulton Sherry Pallavicini Deborah Smith LA Teachers</p>	<p>1.1. Data Chats PD Calendar SAC Review</p>	<p>1.1. Writing Rubrics Writing Prompts</p>
<p>Based on the 2010-2011 Writing FCAT data in Grade 8, 100% of the students achieved an FCAT Level 3, 4, 5, or 6 score. 67 out of 67 students scored a level 3, 4, 5, or 6.</p>	<p><u>2011 Current Level of Performance:*</u></p>	<p><u>2012 Expected Level of Performance:*</u></p>					
	<p>AYP 100%</p>	<p>AYP 100%</p>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			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

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<p>2A. Student subgroups not making Adequate Yearly Progress (AYP) in writing</p> <p><u>Writing Goal #2A:</u> The goal is for 100% of the student subgroups to maintain performance on Writing FCAT by 1%.</p>	<p>Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian)</p>	<p>2A.1. Need for Professional Development in the areas of Writing FCAT expectations, teacher monitoring and feedback for student writing improvement</p>	<p>2A.1. Professional Development for writing teachers to include study of new Writing FCAT expectations and grading, individual conferencing to provide specific feedback to students on their writing, and tacking progress.</p>	<p>2A.1. Donte' Fulton Sherry Pallavicini Deborah Smith LA Teachers</p>	<p>2A.1. PLC Progress monitoring PD Calendar SAC Review</p>	<p>2A.1. Writing Rubrics Writing Prompts</p>	
<p>The only AYP data available for the subgroups is under the category Improved Performance in Writing by 1%.</p> <p>2010-2011 Data: Total: Y White: Y Black: N/A Hispanic: N/A Asian: N/A American Indian: N/A Econ Dis: N/A Eng L.L.: N/A SWD: N/A</p>	<p><u>2011 Current Level of Performance:*</u></p>	<p><u>2012 Expected Level of Performance:*</u></p>					
	<p>White: Y Black: N/A Hispanic: N/A Asian: N/A American Indian: N/A</p>	<p>White: N/A Black: N/A Hispanic: N/A Asian: N/A American Indian: N/A</p>					
		<p>2A.2.</p> <p>2A.3.</p>	<p>2A.2.</p> <p>2A.3.</p>	<p>2A.2.</p> <p>2A.3.</p>	<p>2A.2.</p> <p>2A.3.</p>	<p>2A.2.</p> <p>2A.3.</p>	
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		
<p>2B. Student subgroups not making Adequate Yearly Progress (AYP) in writing</p> <p><u>Writing Goal #2B: N/A</u></p>	<p>Writing Goal #2B: English Language Learners (ELL)</p>	<p>2B.1. Need for Professional Development in the areas of Writing FCAT expectations, teacher monitoring and feedback for student writing improvement</p>	<p>3B.1. Professional Development for writing teachers to include study of new Writing FCAT expectations and grading, individual conferencing to provide specific feedback to students on their writing, and tacking progress.</p>	<p>2B.1. Donte' Fulton Sherry Pallavicini Deborah Smith LA Teachers</p>	<p>2B.1. PLC Progress monitoring PD Calendar SAC Review</p>	<p>2B.1. Writing Rubrics Writing Prompts</p>	
<p>There is no AYP data for this subgroup.</p>	<p><u>2011 Current Level of Performance:*</u></p>	<p><u>2012 Expected Level of Performance:*</u></p>					
	<p>N/A</p>	<p>N/A</p>					
		<p>2B.2.</p>	<p>2B.2.</p>	<p>2B.2.</p>	<p>2B.2.</p>	<p>2B.2.</p>	

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		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2C. Student subgroups not making Adequate Yearly Progress (AYP) in writing <u>Writing Goal #2C:</u>	Writing Goal #2C: Students with Disabilities (SWD)	2C.1.	2C.1.	2C.1.	2C.1.	2C.1.
There is no AYP data for this subgroup.	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>				
	N/A	N/A				
			2C.2.	2C.2.	2C.2.	2C.2.
		2C.3.	2C.3.	2C.3.	2C.3.	2C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2D. Student subgroups not making Adequate Yearly Progress (AYP) in writing <u>Writing Goal #2D:</u> The goal is for the Economically Disadvantaged student subgroup to meet the AYP standard of raising results by 1%.	Writing Goal #2D: Economically Disadvantaged	2D.1. Need for Professional Development in the areas of Writing FCAT expectations, teacher monitoring and feedback for student writing improvement	2D.1. Professional Development for writing teachers to include study of new Writing FCAT expectations and grading, individual conferencing to provide specific feedback to students on their writing, and tacking progress.	2D.1. Donte' Fulton Sherry Pallavicini Deborah Smith LA Teachers	2D.1. PLC Progress monitoring PD Calendar SAC Review	2D.1. Writing Rubrics Writing Prompts
No AYP data is available for this subgroup.	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>				
	N/A	N/A				
			2D.2.	2D.2.	2D.2.	2D.2.
		2D.3.	2D.3.	2D.3.	2D.3.	2D.3.

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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
Writing FCAT expectations and grading, conferencing and feedback	6-8/All	Kaynell Green Nannette Rogers Ben Tunis Cynthia Gwyn Deborah Smith	Grades 6-8 Teachers	August 2011-June 2012	PLC Communication Form Writing Samples SIS Tracking Writing Benchmarks	Donte' Fulton Sherry Pallavicini Deborah Smith

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
	Student Writing Resource Folders		
	Student Writing Highlighters		
	Printing		
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Professional Development across the curriculum through Professional Learning Communities (PLCs)	The Café Book: Engaging All Students The Daily Five: Fostering Literacy	Title 1 and General	See Additional Goals Total

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

End of Writing Goals

Attendance Goal(s)

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

ATTENDANCE GOAL(S)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. The anticipated barriers to decreasing the number of students with excessive absences are communication between teachers, parents, and front office administration along with consistent follow-through on the district and school’s policies.	1.1. The strategies and interventions that will be utilized include notes in the parent newsletter, parent phone calls by both teachers and front office administration, and utilization of the district’s social worker.	1.1. Lakees Calvert Homeroom Teachers Donte’ Fulton Sherry Pallavicini	1.1. Attendance tracking completed by homeroom teacher and monitored by the front office. Homeroom teachers follow process of communication based on absence benchmarks and then communicate to appropriate stakeholders. Front office continues communication and refers to social worker as needed. All data is tracked and documented for quarterly review.	1.1. TERMS SIS Parent Communication Binders
Attendance Goal #1: The 2010-2011 Attendance Goal will be to increase the attendance rate from 95% to 97%. The attendance rate for the 2010-2011 year was %.							
2011 Current Attendance Rate:*	2012 Expected Attendance Rate:*						
95%	97%						
2011 Current Number of Students with Excessive Absences (10 or more)	2012 Expected Number of Students with Excessive Absences (10 or more)						
2011 Current Number of Students with Excessive Tardies (10 or more)	2012 Expected Number of Students with Excessive Tardies (10 or more)						
			1.2.	1.2.	1.2.	1.2.	1.2.

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		1.3.	1.3.	1.3.	1.3.	1.3.
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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
N/A						

Attendance Budget (Insert rows as needed)

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

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Total:

End of Attendance Goals

Suspension Goal(s)

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

SUSPENSION GOAL(S)		Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension Suspension Goal #1: Reduce the number of external suspensions from 26 to 23 in the 2011-2012 school year.		1.1. An anticipated barrier could be lack of communication about the expectations, school district matrix, and student/parent handbook with all stakeholders (teachers, students, and parents). The other anticipated barrier could be the lack of consistency in enforcement across the school, grade level, or by specific teacher.	1.1. The strategies and interventions that will be utilized will include communication about the expected behaviors (per county behavior matrix and the student/parent handbook), consistent enforcement across the school and grade levels, and the process and procedures.	1.1. Donte’ Fulton Sherry Pallavicini	1.1. Admin will review SIS suspension data at the end of Semester 1 to see if the school is on track to meet our goal.	1.1. Student Information System (SIS)
2011 Total Number of In-School Suspensions 32	2012 Expected Number of In-School Suspensions 29					
2011 Total Number of Students Suspended In-School 32	2012 Expected Number of Students Suspended In-School 29					
2011 Number of Out-of-School Suspensions 26	2012 Expected Number of Out-of-School Suspensions 23					
2011 Total Number of Students Suspended Out-of-School 26	2012 Expected Number of Students Suspended Out-of-School 23					
		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	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)		
Behavior Management Process	Grades 6-8/All	Donte' Fulton Sherry Pallavicini	General Education Teachers	Preplanning Week	Review of suspension data Process review with specific teachers as necessary.	Donte' Fulton Sherry Pallavicini

Suspension Budget (Insert rows as needed)

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

End of Suspension Goals

Dropout Prevention Goal(s)

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

June 2011

Rule 6A-1.099811

Revised June 1, 2011 FRH

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

DROPOUT PREVENTION GOAL(S)			Problem-solving Process to Dropout Prevention				
			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:							
1. Dropout Prevention Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2010-2011 school year.</i>			1.1.	1.1.	1.1.	1.1.	1.1.
N/A	2011 Current Dropout Rate:*	2012 Expected Dropout Rate:*					
	<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for expected dropout rate in this box.</i>					
	2011 Current Graduation Rate:*	2012 Expected Graduation Rate:*					
	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>					
			1.2.	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
N/A						

Dropout Prevention Budget (Insert rows as needed)

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

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Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
			Total:

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

PARENT INVOLVEMENT GOAL(S)	Problem-solving Process to Parent Involvement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: For the 2011-2012 school year, the goal is 97 % of parents will complete their volunteer hours service as outlined in the parent contract.	1.1. Lack of communication and lack of follow through by the school.	1.1. Parent Contracts must be signed at the beginning of the year. A Volunteer Hour Update Parent Letter will be sent at the end of	1.1. Tracy Louis-Charles	1.1. Volunteer Hour Coordinator fields questions, communicates opportunities, and tracks progress.	1.1. Parent Volunteer Hour Spreadsheet and Student Information System (SIS).

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			Semester 1. A warning letter and, if needed, final letter, will be sent in May to parents who have not met the contractual hours.			
As a charter school, HAAS parents are responsible for completing 20 hours of volunteer service to the school (30 hours if they have more than one student enrolled). If parents do not complete their volunteer hours, they risk losing their child's seat at the school. 2010-2011 Result: 232/243 completed their hours = 95%.	<u>2011 Current level of Parent Involvement:*</u>	<u>2012 Expected level of Parent Involvement:*</u>				
	95%	97%				
			1.2.	1.2.	1.2.	1.2.
			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
N/A						

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	Amount
N/A			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			

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

End of Parent Involvement Goal(s)

Additional Goal(s)

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

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

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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
N/A						

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Professional Development across the curriculum through Professional Learning Communities (PLCs)	The Café Book: Engaging All Students The Daily Five: Fostering Literacy	General	Middle School Allocation
			Subtotal: 167.26
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			

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Subtotal:
Total:

End of Additional Goal(s)

FINAL BUDGET (Insert rows as needed)

Please provide the total budget from each section.

Reading Budget	Total: 4,600.28
Mathematics Budget	Total: 9,807.38
Science Budget	Total: 6,271.10
Writing Budget	Total: N/A
Attendance Budget	Total: N/A
Suspension Budget	Total: N/A
Dropout Prevention Budget	Total: N/A
Parent Involvement Budget	Total: NA
Additional Goals	Total: 167.26
Grand Total: 20,846.02	

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

School Differentiated Accountability Status					
<input type="checkbox"/> Intervene	<input type="checkbox"/> Correct II	<input type="checkbox"/> Prevent II	<input type="checkbox"/> Correct I	<input checked="" type="checkbox"/> Prevent I	<input type="checkbox"/> 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 School Advisory Council meets monthly to review academic performance and engage in the strategic planning process. SAC Committees (Reading, Math, Writing, and Science) will be responsible for planning creative academic enhancements, reporting data, current strategies, goal setting, and accountability.

Describe projected use of SAC funds.	Amount
N/A	