

**FLORIDA DEPARTMENT OF EDUCATION**  
Differentiated Accountability



School Improvement Plan (SIP)  
Form SIP-1

Proposed for 2010-2011

# 2010 – 2011 SCHOOL IMPROVEMENT PLAN

**PART I: SCHOOL INFORMATION**

School Name: HERITAGE ACADEMY	District Name: FLAGLER
Principal: RUTH A. TONER (HATFIELD)	Superintendent: JANET VALENTINE
SAC Chair: SHAWN VIECELLI	Date of School Board Approval:

**Student Achievement Data:**

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

School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)  
Adequate Yearly Progress (AYP) Trend Data (Use this data to complete Sections 5A-5D of the reading and mathematics goals and Section 3A-3D of the writing goals.)

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

**Highly Qualified Administrators**

List your school's highly qualified administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	RUTH A. TONER	BA; MS EDUCATIONAL	1	17	DJJ HAD GOOD QA REVIEWS, MADE AYP 2006-2007

June 2010

Rule 6A-1.099811

Revised May 28, 2010

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

	(HATFIELD)	LEADERSHIP; COMPLETED ALL COURSEWORK AND COMPREHENSIVE EXAMS FOR ED.D, NOT DISSERTATION.				

**Highly Qualified Instructional Coaches**

List your school's highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
READING	NICOLE RICHARDS	ELEMENTARY ED, READING ENDORSEMENT	5	FIRST	

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

\*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
14	15% (2)	57% (8)	21% (3)	15% (2)	15% (2)	72% (10)	21% (3)	0%	7% (1)

**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
Nicole Richards	Jonny Picchiatti	1 <sup>st</sup> year teacher with an 8 <sup>th</sup> year teacher. Classrooms are next to one another. Ms. Richards is the instructional coach for the elementary teachers.	Weekly discussions, modeling, observations
Erin Quinn, Hazel Bradley	Barbara Buchanan	15 <sup>th</sup> year teacher new to the District, 5 <sup>th</sup> year teacher in her 5 <sup>th</sup> year at Heritage working with a new teacher to the District and school.	Weekly discussions, modeling, observations
Thomas Hail	Jason Dalton	1 <sup>st</sup> year teacher with an 8 <sup>th</sup> year teacher. Classrooms are next to one another.	Weekly discussions, modeling, observations

**Additional Requirements**

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

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

June 2010

Rule 6A-1.099811

Revised May 28, 2010

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

### Title I, Part A :

The Title I coordinator met with all of the schools that will be served under Title I, Part A and discussed the results of their Comprehensive Needs School Assessment. Title I professional development will be supplemental to district offerings and specific to the needs of the Title I schools. Title I teachers are included in any district offerings under Titles II A, II B, III, and IV for professional development activities. All Title I teachers previously received FRI training and updated FRI offerings. Needs for professional development for highly qualified requirements are reviewed by the curriculum department at curriculum meetings.

Parent involvement activities are developed in collaboration with Title II requirements and IDEA requirements so that Title I, ELL and ESE parents have more opportunities for workshops and collaborative involvement. A minimum of five parent involvement activities were held by Title I. Parent trainings will provide math and reading make and take workshops such as Families Building Better Readers and MAPPS (Math and Parent partnerships). Title I and Title II A will allow for the training to support these programs. Parents are asked to give input into the Title I program at any of the parent meetings as well as through a survey included in the Title I newsletter. The newsletter is sent home and is available online. Youth at risk and/or economically disadvantaged in an elementary school served by Title I would have services available to them through the Title I funding.

- 100 book challenge
- DRA
- Supplemental Tutoring before or after school
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for on-going staff development as determined by the results of FCAT data

### Title I, Part C- Migrant:

Flagler's migrant students are served through Alachua County with multiple counties participating. Students not served through that multi-county grant could receive some set aside from Title I. There is access to Full Service Schools for health and counseling issues. Our representative from the multi-county grant visits families and communicates with the Title I staff to resolve issues for students who do not have the necessary school supplies.

### Title I, Part D:

Title II, Part D, technology works collaboratively with the Title II, Part A program to bring the newest technology and training to the teachers and students in the district. This grant was not re-funded.

### Title II:

Title I teachers are included in any district offerings under Titles II A, II B, III, and IV for professional development activities. Title II, Part D, technology works collaboratively with the Title II, Part A program to bring the newest technology and training to the teachers and the students in the district. Title I teachers will continue to receive training supplemental to district initiatives in Learning Focused Strategies. The Safe and Drug Free Schools grant, Title IV, will work collaboratively with grants written by the Flagler County Sheriff's Department and the Title II, Part A grant for professional development which includes Title I Schools and Title I teachers. Additional programs are provided by the Flagler Youth Coalition who partners with the district to provide additional programs to reduce substance abuse and the use of alcohol. Parent Involvement will be encouraged through the Title II, Title I and the Title IV dollars.

June 2010

Rule 6A-1.099811

Revised May 28, 2010

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

Title III: Title I teachers are included in any district offerings under Titles II A, II B, III, and IV for professional development activities. Parent Involvement activities are developed in collaboration with Title III requirements and IDEA requirements so that Title I, ESOL and ESE parents have more opportunities for workshops and collaborative involvement. A minimum of five parent involvement activities were held by Title I. Parent workshops will provide math and reading make and take workshops. Parents are asked to give input into the Title I program at any of the parent meetings as well as through a survey included in the Title I newsletter. The newsletter was put on line for the first time this year. ELL and Immigrant students will be served through the Title III dollars and the grant for Newly Arrived Students and also Title I if attending a Title I school. Parent involvement will be encouraged through the Title III, Title I and the Title IV dollars.

Title III A- The grant focuses on language instruction and language acquisition for limited English proficient students.

**Title X- Homeless**

Flagler County is a sub-grant recipient of Title X and Title X ARRA funding. The funding from these grants pays 20% of the salary and travel for the Homeless/Parent Specialist who will work closely with the Title I Coordinator. All schools will be monitored by the Title I Homeless/Parent Specialist to be sure the needs of all homeless students are met. The Title I Coordinator meets with each Title I school on a monthly basis. During those meetings the homeless student counts are discussed. Academic needs and attendance issues are discussed for individual students who may require additional services. Appropriate contacts are made to be sure that homeless student needs are met. There may be a need for additional academic assistance, school materials, health needs or transportation issues. In such cases the Homeless/Parent Specialist is contacted and a referral is made to request the liaison to follow up on the needs. The Homeless/Parent Specialist makes visits to homeless families when the school requests a home visit or when a new homeless student registers and the family needs assistance in obtaining missing documents such as birth certificates, immunizations, and school physical forms. The Homeless Parent Specialist will build trust relationships with homeless students and families. The Homeless Parent Specialist will provide case management to unaccompanied 7<sup>th</sup>-12<sup>th</sup> grade homeless youth and make referrals for community agencies and services.

**Supplemental Academic Instruction (SAI)**

N/A

**Violence Prevention Programs**

The Safe and Drug Free Schools grant, Title IV, will work collaboratively with grants written by the Flagler County Sheriff's Department and the Title II, Part A grant for professional development which includes Title I Schools and Title I teachers. Additional programs are provided by the Flagler Youth Coalition who partners with the district to provide additional programs to reduce substance abuse and the use of alcohol. Parent involvement will be encouraged through the Title II, Title I and the Title IV dollars.

**Nutrition Programs**

Heritage Academy offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Nutrition and Wellness classes
- Health classes

June 2010

Rule 6A-1.099811

Revised May 28, 2010

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

- Personal Fitness classes

### Housing Programs

Title 10 for homeless students. We have met with our district liaison, Dr. Pamela Smith. Services will be available for homeless students attending Heritage Academy.

### Head Start

Bright Beginnings at Heritage Academy is a VPK program designed to give children a head start in their educational career. All students are looked at as individuals. Finding a child's strength and designing activities that will help the child feel confident in their strengths while introducing new concepts, providing for facilitating creative production without using worksheets. Instructors will follow a strict curriculum that will help student achievement levels rise.

Our preschool students will be using a curriculum that is approved by the Early Learning Coalition. All pre-k lesson plans are sent to the administration on a weekly basis for approval just like every other grade level at Heritage. Monitoring of student progress in pre-k is done in accordance with the ELC.

Our preschool teachers will be working closely with the kindergarten teacher to ensure students will be ready to transition into kindergarten. A couple of times during the year, pre-k students will visit the kindergarten room to help them become comfortable with the transition. Towards the end of the year, we will have a meet the teacher night for the pre-k parents to come in and meet the kindergarten teacher with their child.

### Adult Education

Heritage Academy services students thru 20 years of age. By allowing students to earn a full degree and not just a GED Heritage makes careers for these students possible that a GED would not provide. College enrollment thru dual enrollment classrooms and using Plato to allow for classes to fit around a work schedule.

### Career and Technical Education

The primary focus of the Perkins grant is to support Career and Technical Education (CTE) programs in the secondary schools. The funds will be used to provide professional development to CTE teachers and to help provide 21st century learning environments that result in strengthening the academic and career and technical skills of students participating in career and technical education programs.

### Job Training

Staff will be required to attend at least one training of their choice to help improve our school within the next twelve months. Teachers will also be part of school wide training focusing on project based learning which is a major theme in our school. Teachers are encouraged to find training's they feel will improve their techniques and knowledge and will be provided the resources to attend these training's. Teachers go through continuing professional development throughout the year and have teacher duty days etc. built into their schedule to accommodate. Administration continually critiques teacher abilities through observation and may suggest different trainings to help teachers create a better learning environment for their students. Areas for teachers to attend and train staff in will be decided by administration. Teachers may pick and chose what they would like to do, but the ultimate determination will be made by the administration based on observations, student input, and parent input.

June 2010

Rule 6A-1.099811

Revised May 28, 2010

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

Teachers will have the opportunity to attend a training that they wish to specialize in within the next twelve months. Once they have completed the training, they will come back and share the information with the rest of the staff so it can be utilized by everyone within the school.

We have a weekly Professional Learning Community that provides teachers the time to learn from each other and make any decisions regarding our instructional programs. During our Professional Learning Communities time is given to focus on a teachers "Best Practice". Teachers take turns each week explaining something they do in their classroom that they feel is successful. This gives all staff an opportunity to ask questions and tweak ideas in a way that will be beneficial to their class as well.

Teachers have been given random surveys which will be expanded next year. These surveys will be used for teachers to critique themselves, the administration, and the school overall. The information garnered from these surveys will allow Heritage to move forward and raise the bar on the delivery of instruction to students.

Other

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

**School-Based RtI Team**

Identify the school-based RtI Leadership Team.

Ruth Hatfield (Principal), Nicole Richards (Lead Teacher), Kim Ackerman (Dean of Students), Sean Culbreth (Registrar)

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 engine that powers any school-wide Response to Intervention Program is the RtI Targeted Problem Solving Team (TPST). This group of school professionals meets with referring teachers to assist them in identifying their central concerns about struggling students and to design intervention plans to help those students achieve success.

Targeted Problem Solving Teams may include but are not limited to: administration, guidance counselors, reading coaches, intervention specialist, ELL instructors, behavior specialists, staffing specialists, Title I instructors, speech & language pathologists, school psychologists, and classroom teachers. Individual schools will structure the assignment of responsibilities not designated to specific personnel based on the expertise and talents of their team members. Targeted Problem Solving Teams are fluid by nature. The members involved in various meetings will vary dependent upon the needs of the students being addressed at each scheduled meeting.

While each TPST will be tailored to match school needs there are essential core principles that are critical to its success and should not be changed. These core elements include:

Diverse representation. The TPST is composed of a mix of educational staff, including teachers. Teams whose membership is truly multidisciplinary possess the

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

breadth of experience and professional skills to find superior solutions for behaviorally challenging or difficult-to-teach children. Also, having classroom instructors on the TPST increases its credibility with referring teachers.

Principal Ruth Hatfield: Provides a common vision for the use of data-based decision-making by promoting the Volusia Proficiency Model which includes:

- Ensures that classroom teachers are implementing the district's Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link of the webpage and the VCS Problem Solving/RTI model (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) for those students who do not respond effectively to core instruction.
- Ensure that the school's Problem Solving Team (PST) is accessed as needed.
- Ensure adequate professional development is scheduled for faculty.
- Support the school's team in the completion of resource mapping (academic and behavioral) with focus on standard protocol interventions in order to enhance implementation of PS/RTI.
- Communicates with parents through school newsletters, relevant meetings, and the sharing of the parent link of the VCS Problem Solving/RTI website (under Psychological Services) in order to address the purpose of PS/RTI in meeting student needs and to address frequently asked parental questions. In addition, parents are provided information about PS/RTI at PST meetings.
- Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.
- Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk".
- Assists in the design and implementation for progress monitoring, data collection, and data analysis.
- Participates in the design and delivery of professional development and provides support for assessment and implementation monitoring.

Exceptional Student Education (ESE) Teachers, Ms. Gallimore:

- Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. Encompasses Problem Solving/RTI practices when addressing the needs of ESE students with a focus on potential reintegration into General Education based on data.
- Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.
- Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies.
- Assists with school-wide screening programs that provide early intervening services for children to be considered "at risk."
- Assists in the design and implementation for progress monitoring, data collection, and data analysis.
- Participates in the design and delivery of professional development.
- Provides support for assessment and implementation monitoring.

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 provided insight into how situations should be handled and what needs to be planned for. Preventative measures are always beneficial to a school environment.

The Principal, Ruth Toner Hatfield, will provide a common vision for the use of data-based decision making and ensure that the school based team is implementing

June 2010

Rule 6A-1.099811

Revised May 28, 2010

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

RtI. All general education teachers for the appropriate level, elementary or middle school/high school, provide information about core instruction, participate in students data collection, deliver Tier 1 instruction, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities. Dean of Students and ESE Teacher will collaborate with general education teachers. We are a small school and all staff are part of the RtI Team.

The school's RtI leadership team functions as a natural extension of the school's Problem Solving Team (PST). The school's PST includes RtI as an explicit step of problem solving and addresses individual as well as class, grade-level and school-wide issues. The PST is embedded in the infrastructure of the school. Core members of the PST are the principal, assistant principal, curriculum specialists, academic coaches, school psychologist, speech/language clinician, school counselor, school social worker, and ad hoc teachers. In addition, since parent collaboration is essential for the success of PS/RtI implementation, parent input will be actively sought to enhance student outcomes. The school's leadership team will focus PS/RtI meetings around two PLC essential questions: 1) "How will we respond when they don't learn?" and 2) "How will we respond when they already know it?" The team meets regularly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and the classroom level to identify student who are either meeting/exceeding expectations or those who are at risk for not meeting benchmarks. For those students who are at risk, tiered level supports are in place to address the deficits and to ensure grade-level proficiency as appropriate. For those students who are exceeding expectations, enrichment activities are in place to ensure acceleration of learning.

### 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. Teachers currently import data from the online grade book and other data sources into excel. Our School Psychologist has created templates that will graph excel data using trend lines to summarize on-going data. Later in the year, our student data management system, Skyward, will support graphing and RtI data tracking based on data from the grade book and other sources. We will also have the PMRN for tracking progress on the Florida Assessment in Reading (FAIR) for grades K-6 (all students) and grades 7-12 (Levels 1-3), the FOCUS Science online assessment through the Florida Achieves! website for grades 5, 8 and 11, and the math benchmark assessments in the Pearson online data tracking system grades (3-10). These benchmark assessments are given 3 times a year. This data can be tracked at the class, grade, school, and district levels. Write Score data is used to progress monitor writing 3 times a year in grades 3 and 4. SWIS is an online behavior tracking system used in conjunction with the Positive Behavior System.

The Principal, Ruth Toner Hatfield, will provide a common vision for the use of data-based decision making and ensure that the school based team is implementing RtI. All general education teachers for the appropriate level, elementary or middle school/high school, provide information about core instruction, participate in students data collection, deliver Tier 1 instruction, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3

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

activities. Dean of Students and ESE Teacher will collaborate with general education teachers. We are a small school and all staff are part of the RtI Team.

Baseline data: Progress Monitoring and Reporting Network (PMRN); FAIR, Florida Comprehensive Assessment Test (FCAT)

Progress Monitoring: PMRN, FAIR, Curriculum Based Measurement (CBM), FCAT Simulation

Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA)

End of year: FAIR, FCAT

Frequency of Data Days: monthly for data analysis or as determined by principal

Describe the plan to train staff on RtI.

Professional development will be provided to staff through faculty meetings, grade level meetings, and individual teacher and parent consultations in order to scale up understanding of PS/RtI. School-wide training is provided by members of the School Psychological Services department. Training modules for each step of the Problem Solving/RtI process as well as an overview of PS/RtI is accessible through the PS/RtI link on the Psychological Services link of the district website. Specific training is provided on intervention design, data collection, and development of hypotheses and goal statements. School staff has access to web-based state training on PS/RtI. Job-embedded learning through academic and behavioral data analysis and progress monitoring will enhance the acquisition and application of PS/RtI

**Literacy Leadership Team (LLT)**

**School-Based Literacy Leadership Team**

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

Ruth Hatfield, Nicole Richards, Annie Bruce, Erin Quinn

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

**School Literacy Coaches** will provide direct support to teachers in the implementation of the statewide literacy and instructional strategies. They will facilitate processes such as the examination of student work and use of data in instructional decision making. They will need advanced expertise in the content of literacy, coaching and facilitation skills.

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

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

The School Literacy Leadership Team, comprised of the principal, Literacy Coach and members of the staff is an agent of change. The goal of the School Literacy Leadership Team is to provide support through the development and monitoring of the school literacy component of the Academic and Financial Plan. They identify the priorities for professional learning related to literacy and build school capacity by facilitating those experiences. This shared leadership leads to more effective planning, decision-making and implementation. The School Literacy Leadership Team fosters commitment and serves as the "engine of change".

The Literacy Leadership Team incorporates Accelerated Reader, Book Drives to enhance classroom libraries, Sylvan online library, Book Fairs, Media Center Website and Scholastic Summer Reading Challenge into our school wide literacy programs.

**NCLB Public School Choice**

Notification of School in Need of Improvement (SINI) Status

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

Public School Choice with Transportation (CWT) Notification

- Attach a copy of the CWT Notification to Parents

Supplemental Educational Services (SES) Notification

- Attach a copy of the SES Notification to Parents

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

**\*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.

Registration for Kindergarten is promoted thru Bright Beginnings, the local day care provider Readiness is assessed and monitored in a number of ways. Each Kindergarten student is given the FLKRS and the FAIR at the start of the school year. We assess our Kindergarten students two more times during the year to assess personal academic growth using FAIR. This data is then collected and disaggregated to adjust teaching strategies to meet the individual child's needs. In addition, curriculum based assessments are utilized in reading and math.

Heritage Academy, in conjunction with the local Head Start agency, Early Learning Coalition, YPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
- Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.

Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

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

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

All curriculum will focus on reading strategies in the materials they present. Weekly professional learning communities will allow teachers to meet together and plan as a whole how to achieve these goals. Lesson plans will dictate that strategies are planned into the lesson. Support of a Reading Coach to ensure that all teachers receive professional development related to current reading research and instructional pedagogy. All classroom teachers utilize effective reading strategies in order to meet the instructional needs of the students.

**\*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?

June 2010

Rule 6A-1.099811

Revised May 28, 2010

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

Through FACTS.org and individual counseling students will have a path which shows them what they are trying to achieve. The courses and curriculum will be structured so that these goals can be met by our students. Speakers from different fields of work relevant to the subject being taught will be incorporated into lessons to show relevance. The school offers students elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships. A daily focus of the school is for teachers and students to ask each other, "why are we learning this?" to ensure that instruction is always relevant. Teachers are also provided reading materials and "bell ringers" that are based on current events.

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?

Dual enrollment, virtual school, and PLATO are all available for students, this way they are able to work and have school fit into their schedule. Guest speakers from private business, government agencies, and military personnel all will speak with our students over the course of the year. Students and parents participate in a course selection fair that exposes them to next year's curriculum to inform their course selection. After the course selection fair, students meet one-on-one with a counselor to decide what classes will be taken. Parents are invited to these meetings and final course selection is sent home for parent's signature.

### 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.

A variety of strategies have been implemented to prepare high school students for post secondary education and employment. Specific programs and or initiatives that are used at the school and district level:

- Dual Enrollment
- Early College
- Career Academies
- High School Showcase
- Career and Technical Education Classes
- Advanced Placement Opportunities
- College Expo
- Making High School Count Programs
- Making College Count Programs
- College Tours
- College Rep Visits

**PART II: EXPECTED IMPROVEMENTS**

**Reading Goals**

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

Guiding Questions to Inform the Problem-Solving Process
<ul style="list-style-type: none"> <li>▪ Based on 2010 FCAT data, what percentage of students achieved proficiency (FCAT Level 3)?</li> <li>▪ Based on 2010 FCAT data, what percentage of students achieved above proficiency (FCAT Levels 4 or 5)?</li> <li>▪ Based on a comparison of 2009 FCAT data and 2010 FCAT data, what was the percent increase or decrease of students maintaining proficiency (FCAT Levels 3, 4, 5)?</li> <li>▪ What are the anticipated barriers to increasing the percentage of students maintaining proficiency (FCAT Level 3) or moving above proficiency (FCAT Levels 4 or 5) on the 2011 FCAT?</li> <li>▪ For students scoring FCAT Levels 1 or 2, what strategies will be implemented to provide remediation and increase achievement to proficiency (FCAT Level 3)?</li> <li>▪ For students scoring FCAT Level 3, what strategies will be implemented to maintain proficiency and/or increase achievement to above proficiency (FCAT Levels 4 or 5)?</li> <li>▪ For students scoring FCAT Levels 4 or 5, what strategies will be implemented to maintain above proficiency and provide enrichment?</li> </ul>
<ul style="list-style-type: none"> <li>▪ What percentage of students made learning gains?</li> <li>▪ What was the percent increase or decrease of students making learning gains?</li> <li>▪ What are the anticipated barriers to increasing the percentage of students making learning gains?</li> <li>▪ What strategies will be implemented to increase and maintain proficiency for these students?</li> <li>▪ What additional supplemental interventions/remediation will be provided for students not achieving learning gains?</li> </ul>
<ul style="list-style-type: none"> <li>▪ What percentage of students in the lowest 25% made learning gains?</li> <li>▪ What was the percent increase or decrease in the lowest 25% of students making learning gains?</li> <li>▪ What are the anticipated barriers to increasing learning gains in the lowest 25%?</li> <li>▪ What additional supplemental interventions/remediation will be provided for students in the lowest 25% not achieving learning gains?</li> </ul>
<ul style="list-style-type: none"> <li>▪ Which student subgroups did not meet AYP targets?</li> <li>▪ What are the anticipated barriers to increasing the number of subgroups making AYP?</li> <li>▪ What strategies will be used to ensure students make AYP?</li> </ul>
<ul style="list-style-type: none"> <li>▪ What clusters/strands, by grade level, showed a decrease in proficiency?</li> <li>▪ How will the Instructional Focus Calendar be created to address area(s) of improvement (clusters/strands)?</li> <li>▪ How will focus lessons be developed and revised to increase proficiency for these clusters/strands?</li> </ul>
<ul style="list-style-type: none"> <li>▪ In addition to the baseline and mid-year assessment, how often will interim or mini-assessments be administered?</li> <li>▪ How often will teachers and the leadership team (principal, assistant principal, instructional coaches) meet to analyze data, problem solve, and redirect the</li> </ul>

June 2010

Rule 6A-1.099811

Revised May 28, 2010

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

Instructional focus based on the academic needs of students?

- How often will data chats be held at each of the following levels: teacher/student; teacher/administration?
- How will the Problem-solving Model and progress monitoring be utilized to strengthen Response to Intervention (RtI) Tier 1 instruction and differentiation?
- How will the Problem-solving Model and progress monitoring be utilized to identify students in need of RtI Tier 2 supplemental intervention?
- How will the Problem-solving Model and ongoing progress monitoring be utilized to identify students in need of RtI Tier 3 intensive intervention?

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

READING GOALS		Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving proficiency (FCAT Level 3) in reading		1.1. Challenges of working with students who come from low SES backgrounds.	1.1. Ensure that all teachers receive professional development related to effective instructional strategies in reading	1.1. Reading Coach and Administrator	1.1. Ongoing monitoring of formative assessment and teacher observation by principal	1.1 District Assessments and FCAT results
Reading Goal #1:  Students achieving proficiency (FCAT Level 3) in reading will increase by 5% in grades 3 thru 10.		1.2. Funds for professional development resources	1.2. Apply for SAI dollars	1.2. Reading Coach and Administrator	1.2. Receiving the funds	1.2. Teachers implementing effective strategies
2010 Current Level of Performance e.*	2011 Expected Level of Performance e.*					
40% of students were a 3 or above	45% of students will be a 3 or above.					

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

	<p>1.3. Time for teacher collaboration as a follow up to professional development</p>	<p>1.3. Provide for uninterrupted teacher collaboration during planning times and faculty meeting dates as needed</p>	<p>1.3. Administration</p>	<p>1.3. Faculty survey in May 2011</p>	<p>in their classroom. 1.3. Student outcomes</p>
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</p>	<p>2.1. Anticipated Barrier</p>	<p>2.1. Strategy</p>	<p>2.1. Person or Position Responsible for Monitoring</p>	<p>2.1. Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>
<p>2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading</p>	<p>2.1. Funds to purchase advanced reading materials</p>	<p>2.1. Ensure that all teachers receive professional development related to effective instructional strategies in reading – specific to the higher level learner</p>	<p>2.1. Reading Coach and Administrator</p>	<p>2.1. Increased student achievement and implementation of strategies in the delivery of instruction</p>	<p>2.1. District Assessments and FCAT results</p>
<p>Reading Goal #2:</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>
<p>Students achieving above proficiency (FCAT Level 4 and 5) in reading will increase by 5% in grades 3 thru 10.</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>

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

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</p> <p><b>3. Percentage of students making Learning Gains in reading</b></p> <p><b>Reading Goal #3:</b></p> <p>We expect 55% of our students will make reading gains</p> <table border="1"> <tr> <td>2010 Current Level of Performance e.*</td> <td>2011 Expected Level of Performance e.*</td> </tr> <tr> <td>No Data</td> <td>55% OF OUR STUDENTS WILL MAKE LEARNING GAINS IN READING</td> </tr> </table>	2010 Current Level of Performance e.*	2011 Expected Level of Performance e.*	No Data	55% OF OUR STUDENTS WILL MAKE LEARNING GAINS IN READING	<p>3.1. Ensure that all teachers receive professional development related to effective instructional strategies in reading</p>	<p>3.1. Reading Coach and Administrator</p>	<p>3.1. Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data.</p>	<p>3.1. School Assessments and FCAT Results</p>
2010 Current Level of Performance e.*	2011 Expected Level of Performance e.*							
No Data	55% OF OUR STUDENTS WILL MAKE LEARNING GAINS IN READING							
<p>3.2. Anticipated Barrier</p>	<p>3.2.</p>	<p>3.2.</p>	<p>3.2.</p>	<p>3.2.</p>				
<p>3.3. Anticipated Barrier</p>	<p>3.3. Strategy</p>	<p>3.3. Person or Position Responsible for Monitoring</p>	<p>3.3. Process Used to Determine Effectiveness of Strategy</p>	<p>3.3. Evaluation Tool</p>				
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</p> <p><b>4. Percentage of students in Lowest 25% making learning gains in reading</b></p> <p><b>Reading Goal #4:</b></p> <p>55% of students in lowest 25% will make learning gains</p> <table border="1"> <tr> <td>2010 Current Level of Performance e.*</td> <td>2011 Expected Level of Performance e.*</td> </tr> <tr> <td></td> <td></td> </tr> </table>	2010 Current Level of Performance e.*	2011 Expected Level of Performance e.*			<p>4.1. Provide before and after school tutoring in reading.</p>	<p>4.1. Instructional Tutor</p>	<p>4.1. Track student growth using Scantron assessments and meet</p>	<p>4.1. District Assessments and FCAT Results</p>
2010 Current Level of Performance e.*	2011 Expected Level of Performance e.*							

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

<p>No Data</p>	<p>55% OF STUDENTS IN LOWEST 25% WILL SHOW READING GAINS</p>	<p>the stability of our lowest 25%.</p>			<p>regularly as grade-level teams to foster growth among all students using formative data.</p>									
		<p>4.2. Funds for tutoring</p> <p>4.3</p>	<p>4.2. Apply for SAI dollars</p> <p>4.3.</p>	<p>4.2. Reading Coach and Administrator</p> <p>4.3.</p>	<p>4.2. Receiving the funds</p> <p>4.3.</p>	<p>4.2. Consistent participation of students in the tutoring program.</p> <p>4.3.</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 applicable subgroup(s):</p> <p><b>5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading</b></p> <p><b>Reading Goal #5A:</b></p>	<p><b>Reading Goal #5A: Ethnicity</b> (White, Black, Hispanic, Asian, American Indian)</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>79% of students in each subgroup will make Adequate Yearly Progress in Reading</p>	<table border="1"> <tr> <td>2010 Current Level of Performance e.*</td> <td>2011 Expected Level of Performance e.*</td> </tr> <tr> <td>White: NO DATA</td> <td>White:79%</td> </tr> <tr> <td>Black: NO DATA</td> <td>Black:79%</td> </tr> <tr> <td></td> <td>Hispanic:79%</td> </tr> </table>	2010 Current Level of Performance e.*	2011 Expected Level of Performance e.*	White: NO DATA	White:79%	Black: NO DATA	Black:79%		Hispanic:79%	<p>5A.1. White: Black: Hispanic: Students receiving services in our ESOL program Asian: American Indian:</p>	<p>5A.1. Ensure that all teachers receive professional development related to effective instructional strategies in reading for ELL's</p>	<p>5A.1. Reading Coach and Administrator</p>	<p>5A.1. Ongoing monitoring of formative assessments and teacher observation by Principal</p>	<p>5A.1. District Assessments and FCAT results</p>
2010 Current Level of Performance e.*	2011 Expected Level of Performance e.*													
White: NO DATA	White:79%													
Black: NO DATA	Black:79%													
	Hispanic:79%													

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

Hispanic: NO DATA Asian: NO DATA American Indian: NO DATA	Asian:55% American Indian:55%						
	Anticipated Barrier 5B.1.	Strategy 5B.1.	Person or Position Responsible for Monitoring 5B.1.	Process Used to Determine Effectiveness of Strategy 5B.1.	Evaluation Tool 5B.1.		
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: <b>5B. Student subgroups Reading Goal #5B:                  not making Adequate                  Yearly Progress (AYP)                  in reading</b> Reading Goal #5B:	Anticipated Barrier 5B.2. 5B.3.	Strategy 5B.2. 5B.3.	Person or Position Responsible for Monitoring 5B.2. 5B.3.	Process Used to Determine Effectiveness of Strategy 5B.2. 5B.3.	Evaluation Tool 5B.2. 5B.3.		
N/A	2010 Current Level of Performance e.* No Data	2011 Expected Level of Performance e.* N/A					
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: <b>5C. Student subgroups Reading Goal #5C:                  not making Adequate                  Yearly Progress (AYP)                  in reading</b> Reading Goal #5C:	Anticipated Barrier 5C.1.	Strategy 5C.1.	Person or Position Responsible for Monitoring 5C.1.	Process Used to Determine Effectiveness of Strategy 5C.1.	Evaluation Tool 5C.1.		

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

	2010		2011		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Current Level of Performance e.*	Expected Level of Performance e.*	Current Level of Performance e.*	Expected Level of Performance e.*					
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:									
5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading					5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Reading Goal #5D:									
N/A					5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
					5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
READING MAPS	READING	RICHARDS	ELEMENTARY	WEDNESDAYS	IMPLEMENTATION	RICHARDS
VENN DIAGRAMS	READING	RICHARDS	SCHOOLWIDE	WEDNESDAYS	IMPLEMENTATION	RICHARDS

Reading Budget

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
4.1 After School Tutoring	Before and After School tutoring	Title 1	\$2,000
			<b>Subtotal: \$2,000</b>
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Credit Recovery	Plato Online-software	FEFP	\$20,000
			<b>Subtotal: \$20,000</b>
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Inservice Training	Learning Community for teachers to learn hands on teaching methods	None needed	0

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

				<b>Subtotal:</b>	
Other					
Strategy	Description of Resources	Funding Source	Available Amount		
2.1	Uninterrupted teacher collaboration	N/A	N/A		
				<b>Grand Total: \$22,000</b>	

*End of Reading Goals*

**Mathematics Goals**

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

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

- Based on 2010 FCAT data, what percentage of students achieved proficiency (FCAT Level 3)?
- Based on 2010 FCAT data, what percentage of students achieved above proficiency (FCAT Levels 4 or 5)?
- Based on a comparison of 2009 FCAT data and 2010 FCAT data, what was the percent increase or decrease of students maintaining proficiency (FCAT Levels 3, 4, 5)?
- What are the anticipated barriers to increasing the percentage of students maintaining proficiency (FCAT Level 3) or moving above proficiency (FCAT Levels 4 or 5) on the 2011 FCAT?
- For students scoring FCAT Levels 1 or 2, what strategies will be implemented to provide remediation and increase achievement to proficiency (FCAT Level 3)?
- For students scoring FCAT Level 3, what strategies will be implemented to maintain proficiency and/or increase achievement to above proficiency (FCAT Levels 4 or 5)?
- For students scoring FCAT Levels 4 or 5, what strategies will be implemented to maintain above proficiency and provide enrichment?
- What percentage of students made learning gains?
- What was the percent increase or decrease of students making learning gains?
- What are the anticipated barriers to increasing the percentage of students making learning gains?
- What strategies will be implemented to increase and maintain proficiency for these students?
- What additional supplemental interventions/remediation will be provided for students not achieving learning gains?
- What percentage of students in the lowest 25% made learning gains?
- What was the percent increase or decrease in the lowest 25% of students making learning gains?
- What are the anticipated barriers to increasing learning gains in the lowest 25%?
- What additional supplemental interventions/remediation will be provided for students in the lowest 25% not achieving learning gains?
- Which student subgroups did not meet AYP targets?
- What are the anticipated barriers to increasing the number of subgroups making AYP?
- What strategies will be used to ensure students make AYP?

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

- What clusters/strands, by grade level, showed a decrease in proficiency?
- How will the Instructional Focus Calendar be created to address area(s) of improvement (clusters/strands)?
- How will focus lessons be developed and revised to increase proficiency for these clusters/strands?
- In addition to the baseline and mid-year assessment, how often will interim or mini-assessments be administered?
- How often will teachers and the leadership team (principal, assistant principal, instructional coaches) meet to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students?
- How often will data chats be held at each of the following levels: teacher/student; teacher/administration?
- How will the Problem-solving Model and progress monitoring be utilized to strengthen Response to Intervention (RtI) Tier 1 instruction and differentiation?
- How will the Problem-solving Model and progress monitoring be utilized to identify students in need of RtI Tier 2 supplemental intervention?
- How will the Problem-solving Model and ongoing progress monitoring be utilized to identify students in need of RtI Tier 3 intensive intervention?

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

MATHEMATICS GOALS		Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students achieving proficiency (FCAT Level 3) in mathematics</b>		1.1.	1.1.	1.1.	1.1.	1.1.
Mathematics Goal #1:		Challenge of working with students who come from a low SES background.	Ensure that all teachers receive professional development related to effective instructional strategies in math.	Lead Math teacher and administrator	Ongoing monitoring of formative assessment and teacher observation by Principal	School Assessment and FCAT results
Students achieving proficiency (FCAT Level 3) in math will increase by 5% in grades 3 thru 10.						
2010 Current Level of Performance e.*	2011 Expected Level of Performance e.*					
46% of students were a 3.	51% of students will be a 3.					
		1.2.	1.2.	1.2.	1.2.	1.2.

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

	Funds for professional Development	Apply for math grants	Lead math teacher and administrators	Receiving funds	Teachers implementing effective strategies in their classroom
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</p>	<p>1.3. Time for teacher collaboration as a follow up to professional development</p>	<p>1.3. Provide for uninterrupted teacher collaboration during planning times and faculty meeting dates as needed</p>	<p>1.3. Administration</p>	<p>1.3. Faculty survey</p>	<p>1.3. Student outcomes</p>
<p>2. Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics</p> <p>Mathematics Goal #2:</p> <p>Students achieving proficiency (FCAT level 4 and 5) in math will increase by 5% in grades 3 thru 4.</p>	<p>2.1. Anticipated Barrier</p> <p>Funds to purchase advanced math materials</p>	<p>2.1. Strategy</p> <p>Ensure that all teachers receive professional development related to effective instructional strategies in math-specific to higher level learners.</p>	<p>2.1. Person or Position Responsible for Monitoring</p> <p>Lead math teacher and Administrator</p>	<p>2.1. Process Used to Determine Effectiveness of Strategy</p> <p>Increased student achievement and implementation of strategies in the delivery of instruction</p>	<p>2.1. Evaluation Tool</p> <p>School Assessment and FCAT results</p>
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</p>	<p>2.2. Anticipated Barrier</p>	<p>2.2. Strategy</p>	<p>2.2. Person or Position Responsible for Monitoring</p>	<p>2.2. Process Used to Determine Effectiveness of Strategy</p>	<p>2.2. Evaluation Tool</p>
	<p>2.3. Anticipated Barrier</p>	<p>2.3. Strategy</p>	<p>2.3. Person or Position Responsible for Monitoring</p>	<p>2.3. Process Used to Determine Effectiveness of Strategy</p>	<p>2.3. Evaluation Tool</p>

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

<p><b>3. Percentage of students making Learning Gains in mathematics</b></p> <p><b>Mathematics Goal #3:</b></p> <p><i>We expect 80% of our students will make gains in math.</i></p>		<p>3.1. Many new students have arrived from other schools.</p>	<p>3.1. Ensure that all teachers receive professional development related to effective instructional strategies in reading</p>	<p>3.1. Lead math teacher and administrator</p>	<p>3.1. Track student growth using Scantron assessments and meet regularly as grade-level teams to foster growth among all students using formative data</p>	<p>3.1. School assessment and FCAT results</p>
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</p> <p><b>4. Percentage of students in Lowest 25% making learning gains in mathematics</b></p> <p><b>Mathematics Goal #4:</b></p> <p><i>55% of students in lowest 25% will make learning gains in math</i></p>	<p>2010 Current Level of Performance e.* NO DATA</p>	<p>2011 Expected Level of Performance e.* 80% of our students will make gains in math.</p>	<p>3.2. Anticipated Barrier</p>	<p>3.2. Strategy</p>	<p>3.2. Person or Position Responsible for Monitoring</p>	<p>3.2. Evaluation Tool</p>
	<p>2010 Current Level of Performance e.* NO DATA</p>	<p>2011 Expected Level of Performance e.* 55% of students in lowest will show gains</p>	<p>4.1. The school is experiencing a high mobility rate impacting the stability of our lowest 25%</p>	<p>4.1. Provide before and after school tutoring in Math</p>	<p>4.1. Instructional Tutor</p>	<p>4.1. Process Used to Determine Effectiveness of Strategy</p>

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

	in math.									
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5A:	Ethnicity (White, Black, Hispanic, Asian, American Indian)	5A.1. White: Black: Hispanic: students receiving services in ESOL program Asian: American Indian:	5A.1. Ensure that all teachers receive professional development related to effective instructional strategies in reading ELL's.	5A.1. Lead Math teacher and Administrators	5A.1. Ongoing monitoring of formative assessments and teacher observations by Principal	5A.1. School Assessment and CAT results				
80% of students in each subgroup will make Adequate Yearly Progress in Math.	<table border="1"> <tr> <td>2010 Current Level of Performance e.*</td> <td>2011 Expected Level of Performance e.*</td> </tr> <tr> <td>Enter numerical data for current level of performance in this box. White: NO DATA Black: NO</td> <td>Enter numerical data for expected level of performance in this box. White:80% Black:80% Hispanic:80</td> </tr> </table>	2010 Current Level of Performance e.*	2011 Expected Level of Performance e.*	Enter numerical data for current level of performance in this box. White: NO DATA Black: NO	Enter numerical data for expected level of performance in this box. White:80% Black:80% Hispanic:80					
2010 Current Level of Performance e.*	2011 Expected Level of Performance e.*									
Enter numerical data for current level of performance in this box. White: NO DATA Black: NO	Enter numerical data for expected level of performance in this box. White:80% Black:80% Hispanic:80									

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

DATA Hispanic: 80% American Indian: 80% Asian: NO DATA American Indian: NO DATA	5A.2.	5A.2.	5A.2.	5A.2.	5A.2.	5A.2.
	5A.3.	5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup: <b>5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics</b> Mathematics Goal #5B: 55% of Economically Disadvantaged students will make AYP	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
Anticipated Barrier Challenges of working students who come from low SES backgrounds	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
Strategy Ensure that all teachers receive professional development related to effective instructional strategies in Math	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
Person or Position Responsible for Monitoring Lead math teacher and administrators	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Process Used to Determine Effectiveness of Strategy Ongoing monitoring of formative assessment and teacher observation by principal	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
Evaluation Tool School Assessment and FCAT results	5B.3.	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	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
Anticipated Barrier 55% of Economically Disadvantaged students will make AYP	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
Strategy 55% of Economically Disadvantaged students will make AYP	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Person or Position Responsible for Monitoring Economically Disadvantaged students will make AYP	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
Process Used to Determine Effectiveness of Strategy Economically Disadvantaged students will make AYP	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Evaluation Tool Economically Disadvantaged students will make AYP	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.

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

for the following subgroup:						Strategy	
<b>5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics</b> <b>Mathematics Goal #5C:</b> N/A	<b>Mathematics Goal #5C:</b> Students with Disabilities (SWD)	5C.1. 5C.1.	5C.1. 5C.1.	5C.1. 5C.1.	5C.1. 5C.1.	5C.1. 5C.1.	5C.1. 5C.1.
	2010 Current Level of Performance e.* No data	5C.2. 5C.2.	5C.2. 5C.2.	5C.2. 5C.2.	5C.2. 5C.2.	5C.2. 5C.2.	5C.2. 5C.2.
	2011 Expected Level of Performance e.* N/A	5C.3. 5C.3.	5C.3. 5C.3.	5C.3. 5C.3.	5C.3. 5C.3.	5C.3. 5C.3.	5C.3. 5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics</b> <b>Mathematics Goal #5D:</b> N/A	<b>Mathematics Goal #5D:</b> Economically Disadvantaged	5D.1. 5D.1.	5D.1. 5D.1.	5D.1. 5D.1.	5D.1. 5D.1.	5D.1. 5D.1.	5D.1. 5D.1.
	2010 Current Level of Performance e.*	5D.1. 5D.1.	5D.1. 5D.1.	5D.1. 5D.1.	5D.1. 5D.1.	5D.1. 5D.1.	5D.1. 5D.1.
	2011 Expected Level of Performance e.*	5D.1. 5D.1.	5D.1. 5D.1.	5D.1. 5D.1.	5D.1. 5D.1.	5D.1. 5D.1.	5D.1. 5D.1.

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

No data	N/A					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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

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

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

**Mathematics Budget**

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

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

Strategy	Description of Resources	Funding Source	Available Amount
2.1	Uninterrupted teacher collaboration	N/A	N/A
4.1	Tutoring before and after school	Title 1	\$2,000
			<b>Subtotal: \$2,000</b>

**Technology**

Strategy	Description of Resources	Funding Source	Available Amount
Credit Recovery	Plato Online Software	FEFP	\$20,000
			<b>Subtotal: \$20,000</b>

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

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Inservice Training	Learning community for teachers to learn hands on teaching methods	None needed	0
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
2.1	Uninterrupted teacher collaboration	N/A	N/A
<b>Grand Total:</b>			<b>\$22,000</b>

*End of Mathematics Goals*

**Science Goals**

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

Guiding Questions to Inform the Problem-Solving Process
<ul style="list-style-type: none"> <li>▪ Based on 2010 FCAT data, what percentage of students achieved proficiency (FCAT Level 3)?</li> <li>▪ Based on 2010 FCAT data, what percentage of students achieved above proficiency (FCAT Levels 4 or 5)?</li> <li>▪ What are the anticipated barriers to students achieving proficiency (FCAT Level 3) or above proficiency (FCAT Levels 4 or 5) on the 2011 FCAT?</li> </ul>
<ul style="list-style-type: none"> <li>▪ What benchmarks/strands, by grade level, showed non-proficiency?</li> <li>▪ How will the Instructional Focus Calendar be created to address areas of improvement (benchmark(s)/strand(s))?</li> <li>▪ How will focus lessons be developed and revised to increase and maintain proficiency for these benchmarks/strands?</li> </ul>
<ul style="list-style-type: none"> <li>▪ In addition to the baseline and mid-year assessment, how often will interim or mini-assessments be administered?</li> <li>▪ How often will teachers and the leadership team (principal, assistant principal, instructional coaches) meet to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students?</li> <li>▪ How often will data chats be held at each of the following levels: teacher/student; teacher/administration?</li> </ul>
<ul style="list-style-type: none"> <li>▪ How will the Problem-solving Model and progress monitoring be utilized to strengthen Response to Intervention (RTI) Tier 1 instruction and differentiation?</li> <li>▪ How will the Problem-solving Model and progress monitoring be utilized to identify students in need of RTI Tier 2 supplemental intervention?</li> <li>▪ How will the Problem-solving Model and ongoing progress monitoring be utilized to identify students in need of RTI Tier 3 intensive intervention?</li> </ul>

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

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

Problem-Solving Process to Increase Student Achievement									
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool					
1.1. Challenge of working with students who come from a low SES background	1.1. Ensure that all teachers receive professional development related to effective instructional strategies in Science	1.1. Lead Science teacher and administrator	1.1. Ongoing monitoring of formative assessment and teacher observation by principal.	1.1. School Assessment and FCAT results					
1.2. Funds for professional development resources.	1.2. Apply for science Grants (Toshiba)	1.2. Lead science teacher and administrators	1.2. Receiving the funds	1.2. Teachers implementing effective strategies in their classroom					
<p><b>SCIENCE GOALS</b></p> <p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</p> <p><b>1. Students achieving proficiency (FCAT Level 3) in science</b></p> <p>Science Goal #1:</p> <p>Students achieving proficiency (FCAT level 3) in Science will increase by 5% in Grades 3 thru 11.</p> <table border="1"> <thead> <tr> <th>2010 Current Level of Performance e.*</th> <th>2011 Expected Level of Performance e.*</th> </tr> </thead> <tbody> <tr> <td>16% OF STUDENTS WERE A 3 OR ABOVE</td> <td>21% OF STUDENTS WILL BE A 3 OR ABOVE</td> </tr> </tbody> </table>						2010 Current Level of Performance e.*	2011 Expected Level of Performance e.*	16% OF STUDENTS WERE A 3 OR ABOVE	21% OF STUDENTS WILL BE A 3 OR ABOVE
2010 Current Level of Performance e.*	2011 Expected Level of Performance e.*								
16% OF STUDENTS WERE A 3 OR ABOVE	21% OF STUDENTS WILL BE A 3 OR ABOVE								

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

	<p>1.3. Time for teacher collaboration as a follow up to professional development</p>	<p>1.3. Provide for uninterrupted teacher collaboration during planning times and faculty meeting dates as needed.</p>	<p>1.3. Administrator</p>	<p>1.3. Faculty survey in May</p>	<p>1.3. Student outcomes</p>
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>
<p><b>2. Students achieving above proficiency (FCAT Levels 4 and 5) in science</b></p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>	<p>2.1.</p>
<p><u>Science Goal #2:</u></p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>
<p>Students achieving above proficiency (FCAT level 4 or 5) in Science will increase by 5% in grades 3 thru 11</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>
<p>2010 Current Level of Performance (e.g., MC DATA)</p>	<p>2011 Expected Level of Performance (e.g., % OF STUDENTS WILL ACHIEVE PROFICIENCY (LEVEL 4 OR 5))</p>	<p>Funds to purchase advanced science materials</p>	<p>Ensure that all teachers receive professional development related to effective instructional strategies in Science</p>	<p>Track student growth using Scantron assessment and meet regularly as grade-level teams to foster growth among all students using formative data</p>	<p>School Assessments and FCAT results</p>

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

<p>Please note that each Strategy does not require a professional development or PLC activity.</p>			
<p>PD Content /Topic and/or PLC Focus</p>	<p>Grade Level/Subject</p>	<p>PD Facilitator and/or PLC Leader</p>	<p>Target Dates and Schedules (e.g., Early Release)</p>
<p>Person or Position Responsible for Monitoring</p>	<p>Strategy for Follow-up/Monitoring</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Strategy for Follow-up/Monitoring</p>

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

			and Schedules (e.g., frequency of meetings)

**Science Budget**

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

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

Strategy	Description of Resources	Funding Source	Available Amount
4.1 After School Tutoring	Before and after school tutoring	Title 1	\$2,000
			<b>Subtotal: \$2,000</b>

**Technology**

Strategy	Description of Resources	Funding Source	Available Amount
Credit Recovery	Plato-Online Software	FEFP	\$20,000
			<b>Subtotal:\$20,000</b>

**Professional Development**

Strategy	Description of Resources	Funding Source	Available Amount
Inservice Training	Learning community for teachers to learn hands on teaching methods	None needed	0
			<b>Subtotal:</b>

**Other**

Strategy	Description of Resources	Funding Source	Available Amount
2.1	Uninterrupted teacher collaboration	N/A	N/A
			<b>Grand Total: \$22,000</b>

End of Science Goals

**Writing Goals**

**2010-2011 School Improvement Plan (SIP)-Form SIP-1**  
 Please refer to questions below to guide your responses when completing the goal chart. Specific responses are not required for each question on the template.

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

- Based on 2010 FCAT data, what percentage of students achieved Adequate Yearly Progress (AYP) (Levels 3.0 and higher)?
- What are the anticipated barriers to students achieving AYP on the 2011 FCAT?
- Which student subgroups did not achieve AYP targets on the 2010 FCAT?
- What are the anticipated barriers to increasing the number of subgroups achieving AYP on the 2011 FCAT?
- What strategies will be used to ensure students achieve AYP on the 2011 Writing FCAT?

- What types of writing (narrative, expository, persuasive) by grade level, showed a decrease in writing scores?
- How will the Instructional Focus Calendar be created to address areas of improvement for writing skills (focus, organization, support and conventions)?
- How will focus lessons be developed and revised to increase and maintain writing scores?

- In addition to the baseline and mid-year assessment, how often will interim or mini-assessments be administered?
- How often will teachers and the leadership team (principal, assistant principal, instructional coaches) meet to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students?
- How often will data chats be held at each of the following levels: teacher/student; teacher/administration?

- How will the Problem-solving Model and progress monitoring be utilized to strengthen Response to Intervention (RtI) Tier 1 instruction and differentiation?
- How will the Problem-solving Model and progress monitoring be utilized to identify students in need of RtI Tier 2 supplemental intervention?
- How will the Problem-solving Model and ongoing progress monitoring be utilized to identify students in need of RtI Tier 3 intensive intervention?

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

Problem-Solving Process to Increase Student Achievement					
WRITING GOALS	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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:					
1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing.	1.1.	1.1.	1.1.	1.1.	1.1.

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

<p><b>Writing Goal #1:</b></p> <p>STUDENT SCARF NO PROFICIENCY (FCAT LEVEL 3.0) WILL INCREASE BY 2%</p>		<p>2010 Current Level of Performance:*</p> <p>85% OF STUDENTS EARNED PROFICIENCY (3.0)</p>	<p>2011 Expected Level of Performance:*</p> <p>87% OF STUDENTS WILL EARN WILL EARN PROFICIENCY (3.0)</p>	<p>Challenges of working with students who come from low SES backgrounds</p>	<p>Ensure that all teachers receive professional development related to effective instructional strategies in writing</p>	<p>Leading writing teacher and administration</p>	<p>Ongoing monitoring of formative assessment and teacher observation by principal</p>	<p>District Assessment and CFAT results</p>
<p>Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:</p>				<p>1.2. Funds for professional development resources</p> <p>1.3. Time for teacher collaboration as a follow up to professional development</p>	<p>1.2. Apply for grant money</p> <p>1.3. Provide for uninterrupted teacher collaboration during planning times and faculty meeting dates as needed</p>	<p>1.2. Lead writing teacher and administration</p> <p>1.3. administration</p>	<p>1.2. Receiving the funds</p> <p>1.3. Faculty survey in May</p>	<p>1.2. Teachers implementing effective strategies in their classroom</p> <p>1.3. Student outcomes</p>
<p>2A. Student subgroups not making Adequate Yearly Progress (AYP) in writing</p>		<p>Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian)</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>Writing Goal #2A: 85% of students</p>		<p>2010 Current Level of Performance:*</p>		<p>2A.1. White: Hispanic: Students receiving services in our ESOL program Asian: American Indian:</p>	<p>2A.1. Ensure that all teachers receive professional development related to effective instructional strategies in writing for ELL</p>	<p>2A.1. Leading Writing Teacher and Administration</p>	<p>2A.1. Ongoing monitoring of formative assessment and teacher observation by Principal</p>	<p>2A.1. District Assessment and FCAT results</p>

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

<p>In each subgroup will make Adequate Yearly Progress</p>	<p>Enter numerical data for current level of performance in this box. White: NO DATA Black: NO DATA Hispanic: NO DATA Asian: NO DATA American Indian: NO DATA</p>	<p>Enter numerical data for expected level of performance in this box. White: 55% Black: 55% Hispanic: 55% Asian: 55% American Indian: 55%</p>	<p>2A.2. 2A.3.</p>	<p>2A.2. 2A.3.</p>	<p>2A.2. 2A.3.</p>	<p>2A.2. 2A.3.</p>	<p>2A.2. 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 Writing Goal #2B:</p>	<p>2B.1.</p>	<p>3B.1.</p>	<p>2B.1.</p>	<p>2B.1.</p>	<p>2B.1.</p>	<p>2B.1.</p>	<p>2B.1.</p>
<p>N/A</p>	<p>2010 Current Level of Performance e.* No Data</p>	<p>2011 Expected Level of Performance e.* N/A</p>					
			<p>2B.2.</p>	<p>2B.2.</p>	<p>2B.2.</p>	<p>2B.2.</p>	<p>2B.2.</p>

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

		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool							
<p>2C. Student subgroups <b>Writing Goal #2C:</b> not making Adequate Yearly Progress (AYP) in writing</p> <p>Writing Goal #2C:</p> <p>N/A</p> <table border="1" data-bbox="552 1407 1023 1722"> <tr> <td data-bbox="552 1554 714 1722">2010 Current Level of Performance e.*</td> <td data-bbox="552 1407 714 1554">2011 Expected Level of Performance e.*</td> <td data-bbox="714 1407 1023 1722">N/A</td> </tr> <tr> <td data-bbox="714 1554 876 1722">No Data</td> <td data-bbox="714 1407 876 1554"></td> <td data-bbox="876 1407 1023 1722"></td> </tr> </table>	2010 Current Level of Performance e.*	2011 Expected Level of Performance e.*	N/A	No Data			2C.1.	2C.1.	2C.1.	2C.1.	2C.1.	
2010 Current Level of Performance e.*	2011 Expected Level of Performance e.*	N/A										
No 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							
<p>2D. Student subgroups <b>Writing Goal #2D:</b> not making Adequate Yearly Progress (AYP) in writing</p> <p>Writing Goal #2D:</p>	2D.1.	2D.1.	2D.1.	2D.1.	2D.1.	2D.1.						

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

N/A	2010	2011					
	Current Level of Performance e.* No Data	Expected Level of Performance e.* N/A					
			2D.2.	2D.2.	2D.2.	2D.2.	2D.2.
			2D.3.	2D.3.	2D.3.	2D.3.	2D.3.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC; subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

2010-2011 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	Available Amount			
4.1 After School Tutoring	Before and After School Tutoring	Title 1	\$2,000			
			<b>Subtotal: \$2,000</b>			
Technology						
Strategy	Description of Resources	Funding Source	Available Amount			
Credit Recovery	Plato -Online Software	FEFP	\$20,000			
			<b>Subtotal: \$20,000</b>			
Professional Development						
Strategy	Description of Resources	Funding Source	Available Amount			
Inservice Training	Learning community for teachers to learn hands on teaching methods	None needed	0			
			<b>Subtotal:</b>			
Other						
Strategy	Description of Resources	Funding Source	Available Amount			
2.1	Uninterrupted Teacher Collaboration	N/A	N/A			
			<b>Grand Total:\$22,000</b>			

*End of Writing Goals*

**Attendance Goal(s)**

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

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

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

- What was the attendance rate for 2009-2010?
- How many students had excessive absences (10 or more) during the 2009-2010 school year?
- What are the anticipated barriers to decreasing the number of students with excessive absences?
- What strategies and interventions will be utilized to decrease the number of students with excessive absences for 2010-2011?
- How many students had excessive tardies (10 or more) during the 2009-2010 school year?
- What are the anticipated barriers to decreasing the number of students with excessive tardies?
- What strategies and interventions will be utilized to decrease the number of students with excessive tardies for 2010-2011?

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

**Problem-solving Process to Increase Attendance**

<b>ATTENDANCE GOAL(S)</b>		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Attendance Attendance Goal #1:</b> Students missing 70 or more days with decrease by 10%		1.1. parent support	1.1. Contact parents immediately once students are marked absent	1.1. Registrar	1.1. Quarterly attendance checks	1.1. School review
2010 Current Attendance Rate:*	2011 Expected Attendance Rate:*					
88%	92%					
2010 Current Number of Students with Excessive Absences (10 or more)	2011 Expected Number of Students with Excessive Absences (10 or more)					
142	123					
2010 Current Number of Students with Excessive Tardies (10 or more)	2011 Expected Number of Students with Excessive Tardies					

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

Student tardies will decrease by 10% this year	(more)								
	(10 or more)								
		Parent support	Contact parents immediately upon student being marked tardy, constant parent updates about tardies	Registrar	Quarterly Attendance Checks	School Review			
	1.2.	1.2.	1.2.	1.2.	1.2.	1.2.			
	1.3.	1.3.	1.3.	1.3.	1.3.	1.3.			

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>			
Please note that each Strategy does not require a professional development or PLC activity.			
PD Content /Topic	Grade	PD Facilitator	Person or Position
		PD Participants	Strategy for Follow-
		Target Dates and	



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

**Suspension Goal(s)**

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

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

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

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

<b>SUSPENSION GOAL(S)</b>		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Suspension</b> Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:						
<b>Suspension Goal #1:</b> Out of school suspensions will decrease by 10%		1.1. Student apathy to following rules	1.1. Counsel students on action and responsibility	1.1. Outsourced guidance counselors	1.1. Student survey	1.1. Data comparison
2010 Total Number of In-School Suspensions	2011 Expected Number of In-School Suspensions					
260 last year	240 this year					
2010 Total Number of Students Suspended In-School	2011 Expected Number of Students Suspended In-School					
30 students	20					
2010 Number	2011 Expected					



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

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Why Try Program	Dropout prevention	FEFP	\$1,000
<b>Subtotal: \$1,000</b>			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Intensive Education Classroom	Alternative Classroom to suspension	FEFP	\$22,000
<b>Grand Total: \$4,000</b>			

End of Suspension Goals

**Dropout Prevention Goal(s)**

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

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

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

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

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

**Problem-solving Process to Dropout Prevention**

**DROPOUT PREVENTION GOAL(S)**

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

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

**1. Dropout Prevention**

Dropout Prevention Goal #1:  
\*Please refer to the percentage of students who dropped out during the 2009-2010 school year.

Student dropout rate will decrease by 5%.	2010 Current Dropout Rate:*	2011 Expected Dropout Rate:*
	N/A	3%
	2010 Current Graduation Rate:*	2011 Expected Graduation Rate:*
	90%	90%

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1.1. Student Apathy	1.1. Raise student awareness to the importance of earning a diploma	1.1. Administration	1.1. Student involvement	1.1. Year end graduation rate
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

**Dropout Prevention Budget**

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

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

Strategy	Description of Resources	Funding Source	Available Amount
Counseling	Counseling services	FEPP	\$3,000

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

Intensive Education Class Contacting Parents	Alternative to suspension Registrar and/or teachers contact parents	FEPP FEPP	\$22,000 0	<b>Subtotal: \$25,000</b>
<b>Technology</b>				
Strategy	Description of Resources	Funding Source	Available Amount	
<b>Professional Development</b>				
Strategy	Description of Resources	Funding Source	Available Amount	
Why Try Program	Dropout Prevention Program	FEPP	\$1,000	<b>Subtotal: \$1,000</b>
<b>Other</b>				
Strategy	Description of Resources	Funding Source	Available Amount	<b>Grand Total: \$1,000</b>

*End of Dropout Prevention Goal(s)*

**Parent Involvement Goal(s)**

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

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

*(Title / Parent Involvement Plan may be uploaded)*

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

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

**Problem-solving Process to Parent Involvement**

**PARENT INVOLVEMENT GOAL(S)**

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

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1.1. Interference with work	1.1. Establish a flexible meeting schedule whether before or after school, even during	1.1. Nicole Richards	1.1. Counting of parents involved in PTO	1.1. Sign in sheets
1.2. SEE PIP	1.2. SEE PIP	1.2. SEE PIP	1.2. SEE PIP	1.2. SEE PIP
1.3. SEE PIP	1.3. SEE PIP	1.3. SEE PIP	1.3. SEE PIP	1.3. SEE PIP

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

**1. Parent Involvement**  
 Parent Involvement Goal #1:  
 \*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.

2010 Current level of Parent Involvement*	2011 Expected level of Parent Involvement*
0	10

The number of parents involved in the PTO will double this year.

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)	Person or Position Responsible for Monitoring

**2010-2011 School Improvement Plan (SIP)-Form SIP-1  
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)/Material(s)	Description of Resources	Funding Source	Available Amount
Strategy			
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
<b>Grand Total:</b>			

End of 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)).

**Problem-Solving Process to Increase Student Achievement**

ADDITIONAL GOAL(S)	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					

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

1. Additional Goal		1.1.		1.1.		1.1.		1.1.	
Additional Goal #1:		1.1.		1.1.		1.1.		1.1.	
2010 Current Level.*	2011 Expected Level.*	1.2.		1.2.		1.2.		1.2.	
N/A	N/A	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/Subject Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release and Schedules (e.g., frequency of meetings))	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

**Additional Goal(s) Budget**

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

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

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

Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Contacting Parent	Registrar and or teachers contact parent the day of absence	FEFP	0
			<b>Grand Total:</b>

End of Additional Goal(s)

**FINAL BUDGET (Insert rows as needed)**

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

Evidence-based Program(s)/Materials(s)	Description of Resources	Funding Source	Available Amount
Strategy			
Intensive Education Class	Alternative classroom to suspension	FEFP	\$22,000
4.1 Afterschool Tutoring	Before and After school tutoring	Title 1	\$2,000
			<b>Subtotal: \$22,000</b>
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Credit Recovery	Plato- Online Software	FEFP	\$20,000

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

			<b>Subtotal: \$20,000</b>
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
Inservice Training	Learning Community for teachers to learn hands on methods	None needed	0
Why Try Program	Dropout Prevention Program	FEFP	\$1,000
			<b>Subtotal: \$1,000</b>
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
2.1	Uninterrupted teacher collaboration	N/A	N/A
			<b>Grand Total: \$45,000</b>

**Differentiated Accountability**

School-level Differentiated Accountability Compliance

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

Attach school's Differentiated Accountability Checklist of Compliance

**School Advisory Council**

**School Advisory Council (SAC) Membership Compliance**

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

Yes  No

If No, describe measures being taken to comply with SAC requirement.

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

Describe projected use of SAC funds.	Amount
N/A	N/A

Describe the activities of the School Advisory Council for the upcoming year.

Monitoring implementation of strategies.

Representative: Shawn Viecelli  
 District: Flagler  
 School: Heritage Academy  
 Date: November 2, 2010

**2010-2011 Differentiated Accountability Requirements  
 Correct II Charter School Checklist**

<b>School Improvement Planning</b>					
<b>DA Requirements</b>	<b>Evidence of Compliance</b>	<b>Status</b>	<b>Strategies to Attain Compliance</b>	<b>Person Responsible</b>	<b>Expected Date of Completion</b>
Leadership Team monitors implementation of the School Improvement Plan.	Leadership team helped write SIP	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Monthly updates on status of strategies being implemented.	Shawn Viecelli	On going
The school shall complete a mid-year narrative report to analyze progress from the baseline to mid-year assessment that is reported to the Department to identify strategies for student interventions.	N/A	<input type="checkbox"/> Compliance <input checked="" type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	School leadership Team will meet to create a narrative report for the State.	Shawn Viecelli	January 2011

\* Non-Title I and Title I A, B, and C schools are required to complete the report only for students not making AYP.

**2010-2011 School Improvement Plan (SIP)-Form SIP-1  
Curriculum Aligned and Paced**

DA Requirements	Evidence of Compliance	Status	Strategies to Attain Compliance	Person Responsible	Expected Date of Completion
School develops instructional pacing guides that are aligned to the Common Core/Next Generation Sunshine State Standards in reading, writing, mathematics, and science. The school shall ensure that students are properly placed in rigorous coursework.	Heritage follows Flagler County guidelines.  Weekly lesson plans are turned in and reviewed by administration.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Compliant	Administration	Completed
		<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Teacher/Class observations, trainings as needed.	Ms. Hatfield, Ms. Richards	Ongoing

**Florida's Continuous Improvement Model**

DA Requirements	Evidence of Compliance	Status	Strategies to Attain Compliance	Person Responsible	Expected Date of Completion
The school must implement Florida's Response to Intervention model set forth in the Statewide RtI Implementation Plan.	RtI model is in place and used.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance		Administration	Ongoing
School must implement Florida's Continuous Improvement Model (FCIM). (FCIM implemented school-wide)	Plan is in place, optimization of time needs improvement, a concentration of the standards is in place, and sustained of the learning is being worked on.	<input type="checkbox"/> Compliance <input checked="" type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Teachers utilizing assessment is a major focus. Setting aside time for teachers to check data and plan accordingly is being established.	Ms. Hatfield, Ms. Richards	Ongoing
The school participates in the Florida Assessments for Instruction in Reading (FAIR) for Levels 1-3* students.	FAIR testing is given and guidelines followed. Tests were given.	<input checked="" type="checkbox"/> Compliance <input type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance		Ms. Richards	

\*The school may receive a waiver for Level 3 students from the Department if the school can demonstrate that the current reading assessment used in Correct II and Intervene schools is reliable, aligned to the NGSSS Benchmarks, and predicts FCAT performance.

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

Monitoring Process and Plans

DA Requirements	Evidence of Compliance	Status	Strategies to Attain Compliance	Person Responsible	Expected Date of Completion
The school must provide quarterly updates on the implementation of the School Improvement Plan to the Charter School Governing Board and make updates to the School Improvement Plan.	SIP has been finalized and uploaded to the website.	<input type="checkbox"/> Compliance <input checked="" type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Board will review annually implementation and strategies.	Shawn Viecelli	Ongoing
The school leadership team must monitor implementation of the School Improvement Plan.	Leadership team helped write the SIP	<input type="checkbox"/> Compliance <input checked="" type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Monthly meetings to discuss progress and needs.	Shawn Viecelli	Ongoing
The school must participate in a comprehensive instructional monitoring process.	Visits and completion of paperwork.	<input type="checkbox"/> Compliance <input checked="" type="checkbox"/> Partial Compliance <input type="checkbox"/> Non-Compliance	Following directions, doing whatever is needed.	Shawn Viecelli	Ongoing