

# 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: TRAVISS CAREER CENTER	District Name: POLK COUNTY
Principal: Dr. Wayne Dickens	Superintendent: Dr. Gail McKenzie
SAC Chair: mr. Marshall McNeely	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	Dr. Wayne Dickens	BA, ME, Ed.D	2	10	N/A
Assistant Principal	Mr. Alan Harrell	Rank II AVD, BS, M. Ed	3	3	N/A

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

**Highly Qualified Instructional Coaches**

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

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

**Highly Qualified Teachers**

Describe the school-based strategies that will be used to recruit and retain high quality, highly qualified teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Monthly staff/faculty meetings	Director	On-going	
2. Job fairs/on-campus recruiting at colleges and universities	District staff	On-going	
3. Mentoring	Director for Curriculum/qualified mentors	On-going	
4.			

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

***Non-Highly Qualified Instructors***

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
N/A			

***Staff Demographics***

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
6	0	16.6 (1)	33.3 (2)	66.7 (3)	33.3 (2)	100 (6)	16.6 (1)		16.6 (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
Patty Gabrick	N/A		
Doris Scott	N/A		

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

Kent Williston	N/A		
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**Additional Requirements*****Coordination and Integration-Title I Schools Only***

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

Title I, Part A N/A
Title I, Part C- Migrant N/A
Title I, Part D N/A
Title II N/A
Title III N/A
Title X- Homeless N/A
Supplemental Academic Instruction (SAI) N/A
Violence Prevention Programs N/A
Nutrition Programs N/A
Housing Programs N/A
Head Start N/A
Adult Education - Traviss Career Center offers over thirty career preparation programs ranging from Administrative Assistant to Welding. We also offer Vocational Preparatory Instruction for those needing to raise their TABE scores.
Career and Technical Education – Traviss Career centers programs of instruction are open to both High School and Adult students. A current and comprehensive listing of those courses may be found at <a href="http://www.traviss.edu">www.traviss.edu</a> . In addition to the longer day and evening programs we offer both day and evening short term courses through our Business and Industry Programs.

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

Job Training Our Business and Industry programs coordinate with local businesses to provide workplace specific training either at the main campus or on-site.

Other

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

#### **Problem Solving/ RtI Leadership Team**

Identify the Problem Solving/ RtI Leadership Team.

**Director:** Provides leadership and guidance, directs implementation and provides applicable resources.

**Assistant Director for Curriculum:** Responsible for the development and evaluation of core content to meet applicable standards. Develops methods to identify student needs and the means to meet those; identifies intervention strategies and “at risk” students and solutions for those students.

**H.S. Guidance Counselor:** Provides expertise in assessment and intervention, guides students in selection of appropriate courses and schedules accordingly. Identifies and recommends links for students with community based support programs.

**Selected ad hoc instructors:** i.e. ESE instructor (provides ESE instruction, collects pertinent data, and collaborates with staff in interventions), Academic Instructors (provide information on core instruction, participates in data collection and collaborate in interventions),

**School Improvement Committee:** Provides oversight of the development of the SIP, collects and reviews data, makes recommendations to the Director.

Describe how the Problem Solving/ 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 team meets monthly and as needed to participate in development of programs and to develop specific interventions when the need is identified.

Describe the role of the Problem Solving/ 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 is a part of the established School Improvement Committee which meets monthly and conducts student satisfaction surveys twice annually providing the Director and the School Advisory Council (SAC) with information on issues needing attention from their level.

Recommendations of the committee are in keeping with the Mission and Vision of the school and district.

#### **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.

Data is collected from the Test of Adult Basic Education (TABE), the Florida Comprehensive Assessment Test (FCAT), and from student surveys.

Describe the plan to train staff on RtI.

Staff receives training as needed during Professional Development days and through the School Improvement Committee meetings. Further needs for training are developed through annual ‘Needs Assessment’ surveys of the staff.

### *Literacy Leadership Team (LLT)*

June 2010

Rule 6A-1.099811

Revised May 28, 2010

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

### School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT). This team consists of the Director of Curriculum, the Reading instructors and a Reading Coach.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). This team meets at least twice annually and as needed to review the reading programs and offer assistance to both academic and vocational instructors.

What will be the major initiatives of the LLT this year? The major goal of the team this year is to integrate appropriate reading strategies into the vocational 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*

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

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

N/A

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

**\*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.

N/A

**\*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?

Because Traviss is a Career Center we have students who have selected to attend TCC to receive training in their future field of endeavor. Our instructors work to ensure that the courses offered meet the needs of both the local employers and the students. This creates a positive correlation between the student's class and their future employment.

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?

In order for a student to receive a certificate in a particular field they must complete a variety of required classes (HS) and or competencies. These classes and competencies are directed by the Florida Department of Education and promulgated as Frameworks. The staff and faculty of the school coordinate to ensure completion.

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

### *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.

As a Career Center Travis is unique in that all of our students are being prepared so that on completion of their programs they are ready to enter the work force. This has the obvious advantage of also preparing the students to enter postsecondary education. It is not unusual to hear that a former student is seeking their Bachelor's or even Master's degree and many of our nursing graduates go on to seek their RN. By preparing the student to succeed in the workforce we provide them with the skills to succeed in college. Through the encouragement of our instructors they learn the benefits of lifelong learning.

## **PART II: EXPECTED IMPROVEMENTS**

### **Reading Goals**

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

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

- Based on 2010 FCAT data, what percentage of students achieved proficiency (FCAT Level 3)?
- Based on 2010 FCAT data, what percentage of students achieved above proficiency (FCAT Levels 4 or 5)?
- Based on a comparison of 2009 FCAT data and 2010 FCAT data, what was the percent increase or decrease of students maintaining proficiency (FCAT Levels 3, 4, 5)?

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

<ul style="list-style-type: none"><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 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 (e.g., 70% (35)).

<b>READING GOALS</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students achieving proficiency (FCAT Level 3) in reading</b> Reading Goal #1:			1.1.	1.1. Students are evaluated on entering TCC and provided remediation on an individual basis.	1.1.Instructor	1.1.FCAT	1.1. FCAT
Students enroll at Triviss as 11th or 12th graders. Since the FCAT Reading is administered in the 10th grade, students entering Triviss without a passing FCAT score will be given the FCAT retake. A significant percentage of our entering students each year have not passed the Reading FCAT.	2010 Current Level of Performance:*	2011 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading</b> Reading Goal #2:			2.1.	2.1.	2.1.	2.1.	2.1.

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

Enter narrative for the goal in this box.	2010 Current Level of Performance:*	2011 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3. Percentage of students making Learning Gains in reading</b> Reading Goal #3:			3.1.	3.1.	3.1.	3.1.	3.1.
Enter narrative for the goal in this box.	2010 Current Level of Performance:*	2011 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4. Percentage of students in Lowest 25% making learning gains in reading</b> Reading Goal #4:			4.1.	4.1.	4.1.	4.1.	4.1.
Enter narrative for the goal in this box.	2010 Current Level of Performance:*	2011 Expected Level of Performance:*					

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

<i>this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3.	4.3.	4.3.	4.3.	4.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the applicable subgroup(s):			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading</b> <u>Reading Goal #5A:</u>	<b>Reading Goal #5A: Ethnicity</b> (White, Black, Hispanic, Asian, American Indian)		5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1.	5A.1.	5A.1.	5A.1.
<i>Enter narrative for the goal in this box.</i>	<u>2010 Current Level of Performance:*</u>	<u>2011 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
			5A.2.	5A.2.	5A.2.	5A.2.	5A.2.
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading</b>	<b>Reading Goal #5B: English Language Learners (ELL)</b>		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.

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

Reading Goal #5B:						
Enter narrative for the goal in this box.	2010 Current Level of Performance:*	2011 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.				
			5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading</b> Reading Goal #5C:	<b>Reading Goal #5C: Students with Disabilities (SWD)</b>	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Enter narrative for the goal in this box.	2010 Current Level of Performance:*	2011 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.				
			5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading</b> Reading Goal #5D:	<b>Reading Goal #5D: Economically Disadvantaged</b>	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.

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

<i>Enter narrative for the goal in this box.</i>	<b>2010 Current Level of Performance:*</b>	<b>2011 Expected Level of Performance:*</b>				
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>				
			5D.2.	5D.2.	5D.2.	5D.2.
			5D.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

**Reading Budget**

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

<b>Evidence-based Program(s)/Materials(s)</b>			
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>			

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

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 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?

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

<ul style="list-style-type: none"><li>▪ What are the anticipated barriers to increasing the number of subgroups making AYP?</li><li>▪ What strategies will be used to ensure students make AYP?</li></ul>
<ul style="list-style-type: none"><li>▪ What clusters/strands, by grade level, showed a decrease in proficiency?</li><li>▪ How will the Instructional Focus Calendar be created to address area(s) of improvement (clusters/strands)?</li><li>▪ How will focus lessons be developed and revised to increase proficiency for these clusters/strands?</li></ul>
<ul style="list-style-type: none"><li>▪ In addition to the baseline and mid-year assessment, how often will interim or mini-assessments be administered?</li><li>▪ How often will teachers and the leadership team (principal, assistant principal, instructional coaches) meet to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students?</li><li>▪ How often will data chats be held at each of the following levels: teacher/student; teacher/administration?</li></ul>
<ul style="list-style-type: none"><li>▪ How will the Problem-solving Model and progress monitoring be utilized to strengthen Response to Intervention (RtI) Tier 1 instruction and differentiation?</li><li>▪ How will the Problem-solving Model and progress monitoring be utilized to identify students in need of RtI Tier 2 supplemental intervention?</li><li>▪ How will the Problem-solving Model and ongoing progress monitoring be utilized to identify students in need of RtI Tier 3 intensive intervention?</li></ul>

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

**MATH** - Please refer to the Guiding Questions below to guide your responses when completing the goal chart.

### Guiding Questions to Inform the Problem Solving Process

- How will the Problem Solving Model be utilized to strengthen Tier 1 Instruction and differentiation?
- How will the Problem Solving Model be utilized to strengthen Tier 2 supplemental intervention?
- How will the Problem Solving Model be utilized to strengthen Tier 3 intensive intervention?

### Data Review Guiding Questions

- |            |   |   |
|------------|---|---|
| Tier 1     | } | <ul style="list-style-type: none"> <li>• What percentage of students achieved proficiency?</li> <li>• What was the percent increase or decrease of students achieving proficiency?</li> <li>• What percentage of students achieved learning gains?</li> <li>• What was the percent increase or decrease of students making learning gains?</li> </ul>   |
| Tier 2 & 3 | } | <ul style="list-style-type: none"> <li>• What percentage of students in the lowest 25% achieved learning gains?</li> <li>• What was the percent increase or decrease in the lowest 25% of students making learning gains?</li> <li>• List the student subgroups that did not meet AYP targets.</li> <li>• What clusters/strands, by grade level, showed a decrease in proficiency?</li> </ul> |

### Strategies/Interventions Guiding Questions

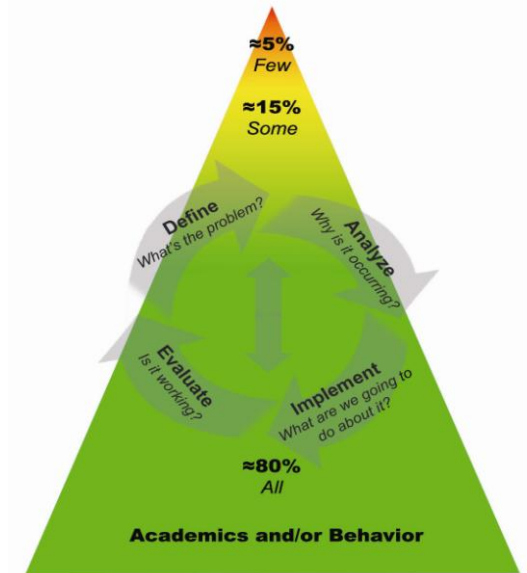
- |            |   |   |
|------------|---|---|
| Tier 1     | } | <ul style="list-style-type: none"> <li>• What strategies will be implemented to provide enrichment to students achieving proficiency?</li> <li>• What strategies will be implemented to increase and maintain proficiency for these students?</li> <li>• What additional supplemental interventions/remediation will be provided for students not achieving learning gains?</li> </ul>  |
| Tier 2 & 3 | } | <ul style="list-style-type: none"> <li>• What additional supplemental interventions/remediation will be provided for students in the lowest 24% not achieving learning gains?</li> <li>• What strategies will be used to ensure students make AYP?</li> <li>• How will focus lessons be developed and revised to increase and maintain proficiency for the clusters/strands that showed a decrease in proficiency?</li> </ul> |

### Barrier Guiding Questions

- |            |   |  |
|------------|---|--|
| Tier 1     | } | <ul style="list-style-type: none"> <li>• What are the anticipated barriers to increasing the percentage of students achieving proficiency?</li> <li>• What are the anticipated barriers to increasing the percentage of students making learning gains?</li> </ul> |
| Tier 2 & 3 | } | <ul style="list-style-type: none"> <li>• What are the anticipated barriers to increasing learning gains in the lowest 25%?</li> <li>• What are the anticipated barriers to increasing the number of subgroups making AYP?</li> </ul>                               |

### Master Calendar Guiding Questions

- How will the Instructional Focus Calendar be created to address area(s) of improvement (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?



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

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

<b>MATHEMATICS GOALS</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students achieving proficiency (FCAT Level 3) in mathematics</b>			1.1.	1.1. Our objective is to provide each student with the tools and assistance to achieve success. Evaluation, remediation, retesting.	1.1.Instructor	1.1.FCAT	1.1.FCAT
<u>Mathematics Goal #1:</u>							
Because students enroll at Traviss during their 11 <sup>th</sup> and 12 <sup>th</sup> years and the math FCAT is given during the 10 <sup>th</sup> grade all of our students who were not successful are give retake exams. Each year we suffer through the difficulty of students who may or may not have had the standard courses and thus require intensive remediation.	2010 Current Level of Performance:*	2011 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
				1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics</b>			2.1.	2.1.	2.1.	2.1.	2.1.
<u>Mathematics Goal #2:</u>							

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

<i>Enter narrative for the goal in this box.</i>	<u>2010 Current Level of Performance:*</u>	<u>2011 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3. Percentage of students making Learning Gains in mathematics</b>			3.1.	3.1.	3.1.	3.1.	3.1.
<b>Mathematics Goal #3:</b>							
<i>Enter narrative for the goal in this box.</i>	<u>2010 Current Level of Performance:*</u>	<u>2011 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4. Percentage of students in Lowest 25% making learning gains in mathematics</b>			4.1.	4.1.	4.1.	4.1.	4.1.
<b>Mathematics Goal #4:</b>							
<i>Enter narrative for the goal in this box.</i>	<u>2010 Current Level of Performance:*</u>	<u>2011 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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

<i>this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3.	4.3.	4.3.	4.3.	4.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the applicable subgroup(s):		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics</b> <u>Mathematics Goal #5A:</u>	<b>Mathematics Goal #5A: Ethnicity</b> (White, Black, Hispanic, Asian, American Indian)	5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1.	5A.1.	5A.1.	5A.1.	5A.1.
<i>Enter narrative for the goal in this box.</i>	<u>2010 Current Level of Performance:*</u>	<u>2011 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
			5A.2.	5A.2.	5A.2.	5A.2.	5A.2.
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics</b>	<b>Mathematics Goal #5B: English Language Learners (ELL)</b>	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.

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

<b>Mathematics Goal #5B:</b>							
<i>Enter narrative for the goal in this box.</i>	<u>2010 Current Level of Performance:*</u>	<u>2011 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics</b>	<b>Mathematics Goal #5C: Students with Disabilities (SWD)</b>	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.	
<i>Enter narrative for the goal in this box.</i>	<u>2010 Current Level of Performance:*</u>	<u>2011 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	
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: Economically Disadvantaged</b>	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.	

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

<b>Mathematics Goal #5D:</b>						
<i>Enter narrative for the goal in this box.</i>	<u>2010 Current Level of Performance:*</u>	<u>2011 Expected Level of Performance:*</u>				
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>				
			5D.2.	5D.2.	5D.2.	5D.2.
			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.

<b>Evidence-based Program(s)/Materials(s)</b>			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>
<b>Technology</b>			
Strategy	Description of Resources	Funding Source	Available Amount

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

<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 Mathematics Goals*

**Science Goals**

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

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

- **Based on 2010 FCAT data, what percentage of students achieved proficiency (FCAT Level 3)?**
  - **Based on 2010 FCAT data, what percentage of students achieved above proficiency (FCAT Levels 4 or 5)?**
  - **What are the anticipated barriers to students achieving proficiency (FCAT Level 3) or above proficiency (FCAT Levels 4 or 5) on the 2011 FCAT?**
- 
- What benchmarks/strands, by grade level, showed non-proficiency?
  - How will the Instructional Focus Calendar be created to address areas of improvement (benchmark(s)/strand(s))?
  - How will focus lessons be developed and revised to increase and maintain proficiency for these benchmarks/strands?
- 
- In addition to the baseline and mid-year assessment, how often will interim or mini-assessments be administered?
  - How often will teachers and the leadership team (principal, assistant principal, instructional coaches) meet to analyze data, problem solve, and redirect the instructional focus based on the academic needs of students?
  - How often will data chats be held at each of the following levels: teacher/student; teacher/administration?
- 
- How will the Problem-solving Model and progress monitoring be utilized to strengthen Response to Intervention (RtI) Tier 1 instruction and differentiation?
  - How will the Problem-solving Model and progress monitoring be utilized to identify students in need of RtI Tier 2 supplemental intervention?
  - How will the Problem-solving Model and ongoing progress monitoring be utilized to identify students in need of RtI Tier 3 intensive intervention?

**SCIENCE** - Please refer to the Guiding Questions below to guide your responses when completing the goal chart.

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

### Guiding Questions to Inform the Problem Solving Process

- How will the Problem Solving Model be utilized to strengthen Tier 1 Instruction and differentiation?
- How will the Problem Solving Model be utilized to strengthen Tier 2 supplemental intervention?
- How will the Problem Solving Model be utilized to strengthen Tier 3 intensive intervention?

### Data Review Guiding Questions

- What percentage of students demonstrated proficiency?
- What was the percent increase or decrease of students demonstrating proficiency?
- What benchmarks/strands, by grade level, showed non-proficiency?

### Strategies/Interventions Guiding Questions

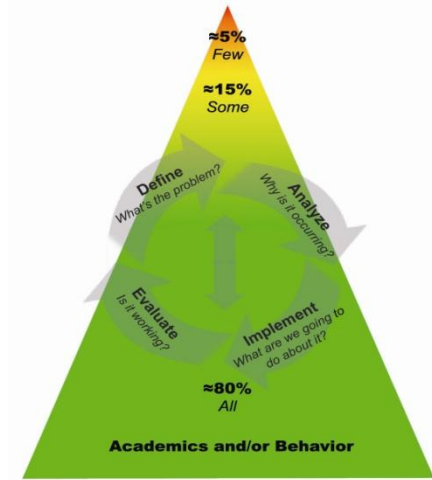
- What strategies will be implemented to provide enrichment to students achieving proficiency?
- What additional supplemental interventions/remediation will be provided to students who did not demonstrate proficiency?
- How will focus lessons be developed and revised to increase and maintain proficiency for these benchmarks/strands?

### Barrier Guiding Questions

- What are the anticipated barriers to increasing the percentage of students demonstrating proficiency?

### Master Calendar Guiding Questions

- How will the Instructional Focus Calendar be created to address area(s) of improvement (benchmark(s)/strand(s))?
- 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?



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

SCIENCE GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students achieving proficiency (FCAT Level 3) in science</b>			1.1. Limited understanding of key science vocabulary and key concepts.	1.1 Provide weekly FCAT science sample questions and response grid practice. Use of daily FCAT vocabulary drills.	1.1.Instructor	1.1.FCAT	1.1.FCAT
Science Goal #1:							
Student achievement on the FCAT Science Test for all subgroups will increase.	2010 Current Level of Performance:* 0% (0 out of 60)	2011 Expected Level of Performance:* 20% (12 out of 60)					

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

		1.2. Low reading levels.	1.2 Use of concept problem solving and extended thinking strategies to develop skills needed to reach level 3 proficiency in the Science FCAT.	1.2. Instructor	1.2. FCAT	1.2. FCAT
		1.3. Low data analysis and math Skills.	1.3. Use of data analysis (collect, graph, and interpret available scientific data).	1.3. Instructor	1.3. FCAT	1.3. FCAT
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students achieving above proficiency (FCAT Levels 4 and 5) in science</b>		2.1.	2.1.	2.1.	2.1.	2.1.
<b>Science Goal #2:</b>						
<i>Enter narrative for the goal in this box.</i>	<u>2010 Current Level of Performance:*</u>	<u>2011 Expected Level of Performance:*</u>				
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>				
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
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**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

				meetings)		

**Science Budget**

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

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

Strategy	Description of Resources	Funding Source	Available Amount

**Subtotal:**

**Technology**

Strategy	Description of Resources	Funding Source	Available Amount

**Subtotal:**

**Professional Development**

Strategy	Description of Resources	Funding Source	Available Amount

**Subtotal:**

**Other**

Strategy	Description of Resources	Funding Source	Available Amount

**Grand Total:**

*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)).

<b>WRITING GOALS</b>	<b>Problem-Solving Process to Increase Student Achievement</b>
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**2010-2011 School Improvement Plan (SIP)-Form SIP-1**

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students achieving Adequate Yearly Progress (FCAT Level 3.0-3.9) in writing</b>			1.1.	1.1.Evaluation, remediation, retesting	1.1.Instructor	1.1.GED	1.1.GED
<u>Writing Goal #1:</u>							
Students at TCC are not tested using the Writing FCAT but certain students test using the Writing Skills GED subtest (TCDD students).	2010 Current Level of Performance:*	2011 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2A. Student subgroups not making Adequate Yearly Progress (AYP) in writing</b>			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
<u>Writing Goal #2A:</u>							
<i>Enter narrative for the goal in this box.</i>	<b>Writing Goal #2A:</b>		2A.1. White: Black: Hispanic: Asian: American Indian:	2A.1.	2A.1.	2A.1.	2A.1.
	<b>Ethnicity</b> (White, Black, Hispanic, Asian, American Indian)						
	2010 Current Level of Performance:*	2011 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:	2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2B. Student subgroups not making Adequate Yearly Progress (AYP) in writing</b> <b>Writing Goal #2B:</b>  <i>Enter narrative for the goal in this box.</i>	<b>Writing Goal #2B:</b> <b>English Language Learners (ELL)</b>	2B.1.	3B.1.	2B.1.	2B.1.	2B.1.
	2010 Current Level of Performance: * <i>Enter numerical data for current level of performance in this box.</i>	2011 Expected Level of Performance: * <i>Enter numerical data for expected level of performance in this box.</i>				
			2B.2.	2B.2.	2B.2.	2B.2.
			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
<b>2C. Student subgroups not making Adequate Yearly Progress (AYP) in writing</b> <b>Writing Goal #2C:</b>  <i>Enter narrative for the goal in this box.</i>	<b>Writing Goal #2C:</b> <b>Students with Disabilities (SWD)</b>	2C.1.	2C.1.	2C.1.	2C.1.	2C.1.
	2010 Current Level of Performance: * <i>Enter numerical data for current level of performance in this box.</i>	2011 Expected Level of Performance: * <i>Enter numerical data for expected level of performance in this box.</i>				
			2C.2.	2C.2.	2C.2.	2C.2.
			2C.3.	2C.3.	2C.3.	2C.3.

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2D. Student subgroups not making Adequate Yearly Progress (AYP) in writing</b> <b>Writing Goal #2D:</b>  <i>Enter narrative for the goal in this box.</i>	<b>Writing Goal #2D: Economically Disadvantaged</b>		2D.1.	2D.1.	2D.1.	2D.1.
	2010 Current Level of Performance:*  <i>Enter numerical data for current level of performance in this box.</i>	2011 Expected Level of Performance:*  <i>Enter numerical data for expected level of performance in this box.</i>				
			2D.2.	2D.2.	2D.2.	2D.2.
			2D.3.	2D.3.	2D.3.	2D.3.

**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

**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
			<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 Writing Goals*

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

**Attendance Goal(s)**

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

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

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

## 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)).

ATTENDANCE GOAL(S)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Attendance</b> Attendance Goal #1:			1.1. Our adult students often have family issues that demand their time	1.1. Counsel those students whose absences are excessive to seek emergency child care support from family and others.	1.1. Instructors Dean of Students Adult counselors	1.1. Review attendance records from Pinnacle	1.1. Pinnacle reports
<i>Enter narrative for the goal in this box.</i>	2010 Current Attendance Rate:*	2011 Expected Attendance Rate:*					
	<i>Enter numerical data for current attendance rate in this box.</i>	<i>Enter numerical data for expected attendance rate in this box.</i>					
	2010 Current Number of Students with Excessive Absences (10 or more)	2011 Expected Number of Students with Excessive Absences (10 or more)					
	<i>Enter numerical data for current number of absences in this box.</i>	<i>Enter numerical data for expected number of absences in this box.</i>					
	2010 Current Number of Students with Excessive Tardies (10 or more)	2011 Expected Number of Students with Excessive Tardies (10 or more)					
	<i>Enter numerical data for current number of students tardy in this box.</i>	<i>Enter numerical data for expected number of students tardy in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**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

**Attendance Budget**

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

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Grand Total:</b>

*End of Attendance Goals*

## 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 for 2010-2011?
- What strategies and interventions will be utilized to decrease the number of students suspended for 2010-2011?

**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)).

<b>SUSPENSION GOAL(S)</b>		<b>Problem-solving Process to Decrease Suspension</b>				
Based on the analysis of suspension data, and reference to “Guiding Questions”, identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Suspension</b> Suspension Goal #1:		1.1.	1.1.	1.1.	1.1.	1.1.
<i>Enter narrative for the goal in this box.</i>	<u>2010 Total Number of In-School Suspensions</u>	<u>2011 Expected Number of In-School Suspensions</u>				
	<i>Enter numerical data for current number of in-school suspensions</i>	<i>Enter numerical data for expected number of in-school suspensions</i>				
	<u>2010 Total Number of Students Suspended In-School</u>	<u>2011 Expected Number of Students Suspended In-School</u>				
	<i>Enter numerical data for current number of students suspended in-school</i>	<i>Enter numerical data for expected number of students suspended in-school</i>				
	<u>2010 Number of Out-of-School Suspensions</u>	<u>2011 Expected Number of Out-of-School Suspensions</u>				
	<i>Enter numerical data for current number of students suspended out-of-school</i>	<i>Enter numerical data for expected number of students suspended out-of-school</i>				
	<u>2010 Total Number of Students Suspended Out-of-School</u>	<u>2011 Expected Number of Students Suspended Out-of-School</u>				
	<i>Enter numerical data for current number of students suspended out-of-school</i>	<i>Enter numerical data for expected number of students suspended out-of-school</i>				
1.2.	1.2.	1.2.	1.2.	1.2.		
1.3.	1.3.	1.3.	1.3.	1.3.		

**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

**Suspension Budget**

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

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			<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 Suspension Goals*

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

**Dropout Prevention Goal(s)**

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

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

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

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

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

<b>DROPOUT PREVENTION GOAL(S)</b>		<b>Problem-solving Process to Dropout Prevention</b>				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Dropout Prevention</b> Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2009-2010 school year.</i>		1.1.	1.1. By offering programs leading to productive employment	1.1.director	1.1.Student and employer surveys	1.1. Student and employer surveys
Reduced dropout	2010 Current Dropout Rate: *  <i>Enter numerical data for dropout rate in this box.</i>	2011 Expected Dropout Rate: *  <i>Enter numerical data for expected dropout rate in this box.</i>				
	2010 Current Graduation Rate: *  <i>Enter numerical data for graduation rate in this box.</i>	2011 Expected Graduation Rate: *  <i>Enter numerical data for expected graduation rate in this box.</i>				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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

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

**Dropout Prevention Budget**

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

*End of Dropout Prevention Goal(s)*

**June 2010**

**Rule 6A-1.099811**

**Revised May 28, 2010**

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

**Parent Involvement Goal(s)**

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

**Guiding Questions to Inform the Problem-Solving Process**  
*(Title I Parent Involvement Plan may be uploaded)*

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

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

**Parent Involvement Goal(s)**

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

**Guiding Questions to Inform the Problem-Solving Process**  
*(Title I Parent Involvement Plan may be uploaded)*

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

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

<b>PARENT INVOLVEMENT GOAL(S)</b>			<b>Problem-solving Process to Parent Involvement</b>				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Parent Involvement</b> Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>			1.1.	1.1. Parent involvement at AIP conferences will increase by 2 % in the 2010/2011 school year. Parent volunteers will	1.1. Director	1.1. Student survey	1.1. Student survey
Research has shown	2010 Current level of Parent Involvement:*	2011 Expected level of Parent Involvement:*					

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

that parental (family) involvement contributes markedly to student success.	<i>Enter numerical data for current level of parent involvement in this box.</i>	<i>Enter numerical data for expected level of parent involvement in this box.</i>		increase by 1 % in the 2010/2011 school year.			
			1.2.	1.2. Invitations	1.2. Assistant Director of Curriculum	1.2.	1.2.
			1.3.	1.3. Semi-annual open houses	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 and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

**Parent Involvement Budget**

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
			<b>Subtotal:</b>

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

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)).

ADDITIONAL GOAL(S)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Additional Goal</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Additional Goal #1:</b>							
<i>Enter narrative for the goal in this box.</i>	<u>2010 Current Level :*</u>	<u>2011 Expected Level :*</u>					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

**Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity**  
Please note that each Strategy does not require a professional development or PLC activity.

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

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

**Additional Goal(s) Budget**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			<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

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

			<b>Grand Total:</b>

*End of Additional Goal(s)*

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Available Amount
			<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

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

			<b>Grand Total:</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

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