

Florida Department of Education

DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: North University High School	District Name: Broward
Principal: Laurel E. Suarez	Superintendent: Robert Runcie
SAC Chair:	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#) (Use this data to inform the problem-solving process when writing goals.)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

Administrators

List your school's 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/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress.

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/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Laurel E. Suarez	MS Educational Technology/ BA Elementary Education	4	7	
Assistant Principal	Chantae J. Jackson	BA Psychology/MA Guidance Counseling-ED Leadership	4	4	

August 2012

Rule 6A-1.099811

Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Instructional Coaches

List your school's 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/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress. 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/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Janine Ross	BS and MS Management/ Ed. Specialist Reading ESOL	1	9	

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Offer competitive salary, benefits, and incentive packages.	Principal	On Going
2. Partner with local universities to recruit education majors.	Principal	On Going
3. Host staff meetings to review data, get feedback on implemented interventions, develop new strategies according to data presented. Select different teachers to host meetings and drive discussions based on expertise.	Principal	On Going
4. Provide a safe, clean environment conducive to student learning and success.	All staff	On Going
5. Post positions on Careerbuilder.com and Teachers-Teachers.com.	Principal	On Going
6. Solicit support and employee referrals from other public school leaders in the area.	Principal	On Going
7. Recognition of staff based on performance and learning gains.	Principal	Ongoing

August 2012

Rule 6A-1.099811

Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
03	Employees are enrolling in professional development course provided by the district, completing college, courses, and preparatory classes in order to receive the appropriate certification.

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
9.5	0%	37% [3.5]	69% [6]	0%	53% [5]	76% [8]	11.1 [1]	0	32% [3]

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan 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
Mackelly Norvil	Christian Marquez	Mackelly Norvil has worked with this population of students for 7 years, understands the curriculum and requirements for graduation, and possesses outstanding classroom skills, just to name a few.	Bi-weekly meeting to share ideas and best practices, modeling, training on curriculum usage and classroom management.

August 2012

Rule 6A-1.099811

Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team.
Members: Principal, Assistant Principal, ESE Specialist, Reading Teacher, Teachers.
Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? <u>Principal</u> : Designate time for meetings, review the school mission, guide the implantation of best practices, gather research supporting documentation and research, collect, and analyze data with team. <u>Assistant Principal</u> : Serve as liaison between instructional staff and principal; support interventions; collaborate with Principal to monitor academic progress, conduct data chats, and provide feedback on classroom observations. <u>ESE Specialist</u> : Assist in data collection and integrating materials into Tier 3 instruction, make recommendations for accommodations, collaborate with general education teacher to ensure proper implantation, and co-teaching. <u>Reading Specialist</u> : Assist in data collection, monitor student progress and best reading practices interventions. <u>Teacher Advisor</u> : Support all academic interventions, guide student learning, alert administration to unsuccessful strategies, provide orientation for students, assess basic skills that need to be developed, maintain communication with parents and students. The group mentioned above will meet weekly and as needed to discuss strategies, program edits, identify additional resources, interventions and services students may need. Provide feedback at meetings with all-staff to gather feedback, ensure “buy-in”, and brainstorm additional ideas as needed.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? The SIP plan has been developed with the collaboration all of school stakeholders and will serve as a guide for all intervention/program intervention.
MTSS 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. The following tools have been used to assess and summarize data: STARS (internal school learning management system), TERMS-Opitspool, data warehouse (district database), APEX and Reading Plus curriculum diagnostic and data reports, Virtual Counselor, individual student graduation plans, contact logs maintained by staff that notes communication with students and parents.
Describe the plan to train staff on MTSS. A teacher planning day has been identified to provide staff with the opportunity to review the SIP plan as a group. Members of the RtI leadership Team will provide information on implantation of accommodations to support student learning, especially when modifications are warranted.
Describe the plan to support MTSS. The plan is to work with teachers on a constant basis to ensure an understanding of the expectations, randomly pull student data for review and provide teacher with findings, assign member of the team with roles that coincide their area of expertise (ex. Data research, modeling, etc.). Allow for open communication between all members of the learning community, to include community stakeholders.

Literacy Leadership Team (LLT)

August 2012

Rule 6A-1.099811

Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Principal, Assistant Principal, ESE Specialist, Reading Teacher, Teachers.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). Meetings will be held monthly to plan and discuss literacy initiatives. The Reading Teacher will participate in all professional developments provided by the school/district and disseminate all information to the team.
What will be the major initiatives of the LLT this year? FCAT performance review, development of strategies to support student learning, increase scores and participation in the Reading Plus program, teach note taking strategies, and create more opportunities for students to participate in reading and writing activities.

Public School Choice

- **Supplemental Educational Services (SES) Notification**

Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

****Grades 6-12 Only*** Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

All students participate in reading instruction for 50 minutes per day. The LLT and RtI Teams will monitor student diagnostic reports to ensure completion. Teachers are encouraged to participate in continued education courses provided by the district and fees, if any, will be reimbursed by the school. As a technology enhanced instructional environment, courses have been adopted which embed reading instruction across all courses. These Literacy Advantage courses include a focus on vocabulary building, enhancing background knowledge, and using context or decipher meaning. All instructional staff has been trained to support students through this curriculum as well as utilize strategies to support the same reading skills through offline direct instruction.

Teachers also received intensive training on SQ3R, an advanced study system, to include effective note-taking to facilitate increased comprehension of text, ability to compare and contrast ideas and identify the main idea. Teachers will be responsible for reinforcing these strategies with their students. Student academic portfolios will be reviewed regularly to ensure reading strategies are evident and being supported in all classrooms.

****High Schools Only***

Note: Required for High School-Sec. 1003.413(2)(g), (2)(j) F.S.

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

Students will work in labs with highly qualified teachers certified in two subject areas. The Career Coach and Teachers will facilitate small group instruction for students and periodically review individual graduation plans to ensure that students remain on track. Co-teaching allows students to attain information in a timely fashion, because their teachers are well versed in the subject areas that are taught. The APEX curriculum is an online curriculum that is updated frequently and all applications are real-world based. A curriculum delivered via FDIC serves to connect math concepts with real world application and provides students with a foundation for financial literacy. The Career Coach will work with students on the personal, social, and career curriculum with the goal of building the appropriate skills needed to be successful outside of the classroom.

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?

Upon enrollment, students participate in an orientation and academic boot camp which reviews basic skills such as spelling, writing, grammar, and math foundation skills. During this time, teachers meet with students individually to review their transcript review, goal sheet, post-secondary survey, success plans, and essay. Students will discuss their course selections and how it will support their goals after high school. Data collected

August 2012

Rule 6A-1.099811

Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

from the survey and goals sheet are provided to the Career Coach who will use this information as a guide when preparing for the college/career fair day hosted at the school.

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](#).

Students make post-secondary plans and set goals in orientation. They also collaborate with the Career Coach on post-secondary goals and the completion of CHOICES, FDIC Money Smart, Job Search Strategies and College Preparation programs. Colleges/universities that the school has partnered with will provide on-site presentations and field trips for students to preview the college experience. Additional courses have been made available for students to enroll in based on PERT scores. The college readiness courses provide the additional rigor and preparation students need in order to successfully enter college and begin core classes.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

2012-2013 School Improvement Plan (SIP)-Form SIP-1

1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1A.1. Students have been struggling readers from prior elementary school. Many have a negative attitude towards reading and do not understand the importance of this skill.	1A.1. Ensure that all staff understands the school's prior performance on the FCAT and the desired goals. Obtain staff buy-in and involve them in the Reading Plus/reading initiative. Refer struggling students to LLT. Designate time for differentiated instruction.	1A.1. Reading Teacher; Instructional Staff; Administration	1A.1. Pull reports from the Reading Plus curriculum and review student performance and usage. BAT scores will show increases between testing periods.	1A.1. BAT, FCAT, Pre/Post TABE Scores		
Reading Goal #1A: Students will show an increase in the percentage of students achieving proficiency on the FCAT 2013. Our focus needs to be placed on increased stamina and the amount of time spent reading. The weakest clusters were words and phrases in context.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

	26 [10%]	36 [14%]					
		1A.2. Student attendance	1A.2. Provide incentives and positive feedback. Contact parents to alert them of the Reading initiative and solicit their support to ensure that the child attends school.	1A.2. All Staff Members	1A.2. Increased Daily Attendance	1A.2. STARS (internal learning management system) and TERMS	
		1A.3. Lack of parental support	1A.3. Host workshops for parents to discuss the benefits of the Reading initiative, demonstrate the used, and share strategies that can be used at home to support student learning.	1A.3. Reading Teacher; Assistant Principal	1A.3. Teacher-Made Surveys, Reports to school logged student reading time and performance	1A.3. Reading Plus curriculum user/performance reports.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1.No Barriers.	1B.1. Provide students with more rigorous curriculum to keep them challenged, develop peer tutoring program, allowing successful students to work with the struggling readers, assign student college prep courses.	1B.1. Reading Teacher, Assistant Principal, Instructional Staff	1B.1. Student surveys, diagnostic curriculum reports	1B.1.STARS (learning management system), Reading Plus.		
Reading Goal #1B: <i>Students increase / maintain performance through additional rigorous courses.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	2% [5]	4% [10]					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

2012-2013 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		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.	2A.1. Low student morale and motivation.	2A.1. Increase time on Reading Plus; assign proficient students to serve as mentors for struggling students.	2A.1. Reading Teacher, Administration	2A.1. Reading Plus reports will be reviewed weekly. BAT and mini-assessment data will be monitored to ensure student proficiency.	2A.1. Reading plus Diagnostics, Teacher/ Student Survey Feedback		
Reading Goal #2A: There will be an increase in the percentage of students achieving level 4 or 5 on the FCAT Reading 2012.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	2% [5]	4% [10]					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
<u>Reading Goal #2B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 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>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

August 2012
Rule 6A-1.099811
Revised April 29, 2011

2012-2013 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		
3A. FCAT 2.0: Percentage of students making learning gains in reading.	3A.1. Commitment from students and parents to complete additional reading coursework.	3A.1. Students will be shown how to access online coursework while outside of school to help increase their overall performance. Incentives will be provided to students whose user reports report steady activity outside of the regular school hours.	3A.1. Reading Teacher	3A.1. Reading curriculum user reports and mini-assessment results will be reviewed.	3A.1. BAT, Reading User Reports		
<u>Reading Goal #3A:</u> On FCAT Reading there will be an increase in the percentage of students making learning gains in reading as compared to the previous year. Although there were increases our focus needs to be on increasing comprehension, stamina, and reading time allotted.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

August 2012
Rule 6A-1.099811
Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

	8% [24]	14%					
		3A.2. Students lack organizational skills.	3A.2. Implement the use of graphic organizers, note-taking, summarizing activities.	3A.2. Instructional Staff; Administration	3A.2. Review of previous year participation Data and STARS (internal database)	3A.2. Percentage of students tested on the FCAT.	
		3A.3. On average, a majority of our students enter with skill gaps demonstrated at the 4th and 5th grade level as evidenced by TABE Results.	3A.3. Implement Reading Plus as school wide Intensive Reading Program	3A.3. Reading Teacher	3A.3. Reading Plus Progress Reports will be monitored bi-weekly.	3A.3. TABE Assessment, Reading Plus Progress/Diagnostic Reports, FCAT Reading.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
Reading Goal #3B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 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>					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

August 2012
Rule 6A-1.099811
Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. Meeting the many needs of all students.	4A.1. Enlist the support of parents by scheduling parent conference, sending home progress reports, and ensuring that students receive intense reading instruction as prescribed.	4A.1. Reading Teacher; Instructional Team; Administration	4A.1. Review and Monitor Diagnostic and Mini-Assessment Data to track improvement.	4A.1. BAT: Teacher Made Assessments; FCAT results		
<u>Reading Goal #4:</u> There will be a 5% increase in the percentage of students in the lowest 25% making learning gains in reading on FCAT Reading 2013.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	3% /9}	3%.					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		4A.2. Fluency – difficulty completing standardized tests due to time constraints.	4A.2. Regularly scheduled timed readings.	4A.2. Reading Teachers	4A.2. Increased scores and proficiency on timed readings	4A.2. BAT	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

August 2012
Rule 6A-1.099811
Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Reading Goal #5A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5B.1. White: Student Attendance Black: Student Attendance Hispanic: Student Attendance Asian: Student Attendance American Indian: Student Attendance	5B.1. Provide students and families with adequate testing information, the importance and relevance of testing; also time, date and all schedules pertinent to the testing dates.	5B.1. Reading Teacher, Administration, All Staff	5B.1. Review participation data on FCAT for the previous year	5B.1. Percent of Black students tested on FCAT 2012		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Reading Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June, 2013, the number of students not making satisfactory progress in reading will be reduced by 5% within each ethnic subgroup							
	White:12 Black:229 Hispanic: 24 Asian:2 American Indian:0	White:14 Black:235 Hispanic:30 Asian:2 American Indian:0					
		5B.2. Student Test Anxiety	5B.2. Provide enough preparation to calm the anxiety of test takers and ensure students/parents understand how their test performance affects their graduation status.	5B.2. Instructional Staff/ Principal	5B.2. Review of prior year Participation Data and STARS (internal database)	5B.2. Percentage of students tested on 2012 FCAT per ethnicity.	
		5B.3. Below grade level vocabulary.	5B.3 Use of word walls in all subject areas. Vocabulary enrichment programs in English and Reading classes.	5B.3. Classroom teachers and dept. chairs	5B.3. Increase in scores on assessments	5B.3. Classroom assessments and FCAT	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

**August 2012
Rule 6A-1.099811
Revised April 29, 2011**

2012-2013 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		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Reading Goal #5C:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 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.	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		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
<u>Reading Goal #5D:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 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.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

August 2012
Rule 6A-1.099811
Revised April 29, 2011

2012-2013 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		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Student attendance/participation in FCAT testing.	5E.1. Increase awareness for students about testing logistics giving them adequate time to prepare for testing.	5E.1. Assistant Principal	5E.1. Review of participation rates on BAT diagnostic testing to see projected outcomes.	5E.1. Percent of economically disadvantaged students tested on FCAT 2012.		
<u>Reading Goal #5E:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 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>					
		5E.2. Limited student vocabulary, thus poor scores on Words and Phrases in context	5E.2. Teach daily vocabulary lessons relevant to subject areas.	5E.2. All instructional staff	5E.2. Teacher-made regularly scheduled assessments of vocabulary using context clues	5E.2. FCAT Explorer /Teacher Made Assessments	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

Reading Professional Development

August 2012

Rule 6A-1.099811

Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities 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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading	9-12/All subjects	Reading Teacher/Consultant	All Instructional Staff	Bi-Weekly Staff Meetings	Meeting Minutes/Teacher Made Test Scores	Assistant Principal
Strategies for improving student vocabulary	9-12/All subjects	Reading Teacher/Consultant	All Instructional Staff	Bi-Weekly Staff Meetings	Word Walls/Teacher Made Tests	Assistant Principal
Research on increasing parental involvement	9-12/All subjects	Assist Principal/Principal	All Instructional Staff	PD Days	Staff Presentations/Surveys/School Reports	Principal

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Reading Budget (Insert rows as needed)

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

End of Reading Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1.1. Many students do not read outside of school which lends to their negative attitude toward the reading curriculum.	1.1. Institute the Reading Plus program Small group direct instruction. Offer scholastic reading to the students.	1.1. ESOL Coordinator/ESOL Endorsed teachers	1.1. Frequency of reading curriculum use, learning gains noted in the reading curriculum diagnostic reports, discussions with instructional to discuss best practices and intervention suggestions.	1.1. BAT, FAIR, TABE Scores, and FCAT Reports	
<u>CELLA Goal #1:</u> In 2013, the number of students scoring proficient by grade level will increase by 5%	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
	37.5% [18]					
		1A.2 Student attendance	1A.2. Phone calls, letters, home visits to encourage students to return to school.	1A.2. Family Support Specialist	1A.2. Consistent review of daily attendance to see if students are attending regularly	1A.2. School Attendance Data

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in reading.	2A.1. Students lack organizational of skills.	2A.1. Implement the use of graphic organizers, note-taking, summarizing activities.	2A.1. Instructional Staff	2A.1. Administration and curriculum support will use the iObservation Tool to monitor trends of high yield strategies.	2A.1. FCAT, BAT, and Teacher Made Assessments.	
<u>CELLA Goal #2:</u> In 2013, the number of students scoring proficient by grade level will increase by 5%	<u>2012 Current Percent of Students Proficient in Reading:</u>					
	40% [2].					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	2.1.	2.1.	2.1.	2.1.	2.1.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>CELLA Goal #3:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	<i>Enter numerical data for current 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.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Algebra 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*

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

Algebra 1 EOC 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		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

1. Students scoring at Achievement Level 3 in Algebra 1.	1.1. Student deficiencies in standards that may be caused by limited opportunities available for additional practice and exploration	1.1. Provide students with opportunities to explore and re-enforce concepts within the APEX online curriculum. Provide direct instruction opportunities for students to gain hands-on practice and knowledge about measurement skills, tools, through activities and websites. Provide teachers with training in assisting students make sense of problems and plausible solutions.	1.1. RtI Team	1.1. Mathematics teachers will meet monthly to discuss and review student assessments. A synopsis will be provided to the RtI Team and the Instructional focus will be adjusted as necessary.	1.1. Formative: Interim assessments Benchmark assessments Summative: 2013 Algebra EOC results		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Algebra 1 Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p>The results of the 2012 Algebra EOC assessment indicated that 26% of students achieved level 3 proficiency.</p> <p>There will be a 26% increase in the percentage of students achieving level 3 on the Algebra I EOC.</p>							
		<p>1.2.</p> <p>Area of concern:</p> <p>Standard 5 Rational Expressions and Equations</p> <p>Deficiencies in standards that may be caused by limited opportunities available for additional practice and exploration</p>	<p>1.2.</p> <p>Provide students with opportunities to explore and re-enforce concepts within the APEX online curriculum.</p> <p>Provide direct instruction opportunities for students to gain hands-on practice and knowledge about measurement skills, tools, through activities and websites.</p> <p>Provide teachers with training in assisting students make sense of problems and plausible solutions.</p>	1.2.	1.2.	<p>Mathematics teachers will meet monthly to discuss and review student assessments. A synopsis will be provided to the RtI Team and the Instructional focus will be adjusted as necessary.</p>	<p>1.2.</p> <p>Formative: Interim assessments Benchmark assessments</p> <p>Summative: 2013 Algebra EOC results</p>

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		<p>1.3. Area of concern:</p> <p>Standard 6 Radical Expressions and Equations</p> <p>Deficiencies in standards that may be caused by limited opportunities available for additional practice and exploration</p>	<p>1.3. Provide students with opportunities to explore and re-enforce concepts within the APEX online curriculum.</p> <p>Provide direct instruction opportunities for students to gain hands-on practice and knowledge about measurement skills, tools, through activities and websites.</p> <p>Provide teachers with training in assisting students make sense of problems and plausible solutions.</p>	<p>1.3. Rtl Team</p>	<p>1.3. Mathematics teachers will meet monthly to discuss and review student assessments. A synopsis will be provided to the Rtl Team and the Instructional focus will be adjusted as necessary.</p>	<p>1.3. Formative: Interim assessments Benchmark assessments</p> <p>Summative: 2013 Algebra EOC results</p>	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.	2.1.	2.1.	2.1.	2.1.	2.1.		
<p><u>Algebra Goal #2:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

	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.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Algebra 1 Goal #3A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.	3B.1. Student's limited experience practicing and using measurement strategies away from school.	3B.1. Provide students with opportunities to explore and re-enforce concepts within the APEX online curriculum. Provide direct instruction opportunities for students to gain hands-on practice and knowledge about measurement skills, tools, through activities and websites. Provide teachers with training in assisting students make sense of problems and plausible solutions.	3B.1. Math Teachers/RtI Team	3B.1. Mathematics teachers will meet monthly to discuss and review student assessments. A synopsis will be provided to the RtI Team and the Instructional focus will be adjusted as necessary	3B.1. Formative: Interim assessments Benchmark assessments Summative: 2013 Algebra EOC results		
Algebra 1 Goal #3B: <i>Students of all subgroups will show an increase of 5%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Not enough members of the subgroup were tested.</i> White: Black: Hispanic: Asian: American Indian:	<i>Not enough members of the subgroup were tested.</i> White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

August 2012
Rule 6A-1.099811
Revised April 29, 2011

2012-2013 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		
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
<u>Algebra 1 Goal #3C:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 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>					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.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		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
<u>Algebra 1 Goal #3D:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 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>					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

August 2012
Rule 6A-1.099811
Revised April 29, 2011

2012-2013 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		
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.	3E.1. Student's limited experience practicing and using measurement strategies away from school.	3E.1. Provide direct instruction opportunities for students to gain hands-on practice and knowledge about measurement skills, tools, through activities and websites.	3E.1. Math Teachers/RtI Team	3E.1. Mathematics teachers will meet monthly to discuss and review student assessments. A synopsis will be provided to the RtI Team and the Instructional focus will be adjusted as necessary	3E.1. Formative: Interim assessments Benchmark assessments Summative: 2013 Algebra EOC results		
<u>Algebra 1 Goal #3E:</u> There will be a 5% increase in the percentage of students that are economically disadvantaged.	<u>2012 Current Level of Performance:*</u>	<u>2013 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>					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Algebra 1 EOC Goals

August 2012

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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Geometry End-of-Course Goals *(this section needs to be completed by all schools that have students taking the Geometry EOC)*

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

Geometry EOC 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 scoring at Achievement Level 3 in Geometry.	1.1. Deficiencies for this group of students that may be caused by limited opportunities available for practice and exploration	1.1. Provide direct instruction opportunities for students to gain hands-on practice and knowledge about measurement skills, tools, through activities and websites.	1.1. Math Teachers/RtI Team	1.1. Mathematics teachers will meet monthly to discuss and review student assessments. A synopsis will be provided to the RtI Team and the Instructional focus will be adjusted as necessary	1.1. Formative: Interim assessments Benchmark assessments Summative: 2013 Geometry EOC results		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Geometry Goal #1: The results of the 2012 Geometry EOC assessment indicated that % of students achieved level 3 proficiency. Our Goal for the 2012-2013 school year is to increase level 3 proficiency students by 12%.	2012 Current Level of Performance:*	2013 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. Trigonometry and Discrete Mathematics The deficiency may be cause by not covering the content area in depth.	1.2. Provide direct instruction opportunities for students to gain hands-on practice and knowledge about measurement skills, tools, through activities and websites.	1.2. Math Teachers/Rtl Team	1.2. Mathematics teachers will meet monthly to discuss and review student assessments. A synopsis will be provided to the Rtl Team and the Instructional focus will be adjusted as necessary	1.2. Formative: Interim assessments Benchmark assessments Summative: 2013 Geometry EOC results	
		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		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	2.1. Deficiencies for this group of students that may be caused by limited opportunities available for practice and exploration	2.1. Provide direct instruction opportunities for students to gain hands-on practice and knowledge about measurement skills, tools, through activities and websites.	Math Teachers/Rtl Team	2.1. Mathematics teachers will meet monthly to discuss and review student assessments. A synopsis will be provided to the Rtl Team and the Instructional focus will be adjusted as necessary	2.1. Formative: Interim assessments Benchmark assessments Summative: 2013 Geometry EOC results		
<u>Geometry Goal #2:</u> Our Goal for the 2012-2013 school year is to increase the number of students scoring at or above level 4 and 5 by 3%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	1%	10%.					
		2.2. Trigonometry and Discrete Mathematics The deficiency may be cause by not covering the content area in depth.	2.2 Provide direct instruction opportunities for students to gain hands-on practice and knowledge about measurement skills, tools, through activities and websites.	Math Teachers/Rtl Team	2.2. Mathematics teachers will meet monthly to discuss and review student assessments. A synopsis will be provided to the Rtl Team and the Instructional focus will be adjusted as necessary	2.2. Formative: Interim assessments Benchmark assessments Summative: 2013 Geometry EOC results	
		2.3.	2.3.	2.3.	2.3.	2.3.	

August 2012
Rule 6A-1.099811
Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

August 2012
Rule 6A-1.099811
Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2011-2012						
<u>Geometry Goal #3A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.	3B.1. Student's limited experience practicing and using measurement strategies away from school.	3B.1. Provide students with opportunities to explore and re-enforce concepts within the APEX online curriculum. Provide direct instruction opportunities for students to gain hands-on practice and knowledge about measurement skills, tools, through activities and websites. Provide teachers with training in assisting students make sense of problems and plausible solutions.	3B.1. Math Teachers/Rtl Team	3B.1. Mathematics teachers will meet monthly to discuss and review student assessments. A synopsis will be provided to the Rtl Team and the Instructional focus will be adjusted as necessary	3B.1. Formative: Interim assessments Benchmark assessments Summative: 2013 Algebra EOC results		
Geometry Goal #3B: <i>Increase student performance in all subgroups by 5%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

	Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	Enter numerical data for expected level of performance in this box. White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

August 2012
Rule 6A-1.099811
Revised April 29, 2011

2012-2013 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		
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
Geometry Goal #3C: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 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>					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.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		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
Geometry Goal #3D: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 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>					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

August 2012
Rule 6A-1.099811
Revised April 29, 2011

2012-2013 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		
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1. Student's limited experience practicing and using measurement strategies away from school.	3E.1. Provide direct instruction opportunities for students to gain hands-on practice and knowledge about measurement skills, tools, through activities and websites.	3E.1. Math Teachers/RtI Team	3E.1. Mathematics teachers will meet monthly to discuss and review student assessments. A synopsis will be provided to the RtI Team and the Instructional focus will be adjusted as necessary	3E.1. Formative: Interim assessments Benchmark assessments Summative: 2013 Algebra EOC results		
<u>Geometry Goal #3E:</u> <i>Increase student performance on the FCAT by 9%</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	9%	14%					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Geometry EOC Goals

Mathematics Professional Development

August 2012

Rule 6A-1.099811

Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities 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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Mini-lessons and mini assessments	All	Assistant Principal, Math Teacher	School-wide	August in-service week and on-going	Review and monitoring of mini-assessments and BAT diagnostic data.	Assistant Principal
Teaching with Technology	All	Assistant Principal/ Math Teacher	School-wide	TBD	Classroom walk-through and lesson plans	Assistant Principal
Teaching Problem Solving Techniques	All	Math Teacher	School-wide	TBD	Classroom walk through and lesson plans	Assistant Principal

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Mathematics Budget (Insert rows as needed)

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

End of Mathematics Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Biology 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Biology I EOC)*

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

Biology 1 EOC 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 scoring at Achievement Level 3 in Biology 1.	1.1. Limited critical thinking skills.	1.1. Science teachers will work with students in small groups on hands on labs and help them to understand how to apply theory and the actual hands on activities.	1.1. Assistant Principal	1.1. Monitor and review diagnostic results.	1.1. BAT Data		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Biology 1 Goal #1: There will be a 5% increase in the percentage of students achieving level 3 on the FCAT science assessment. Scientific Thinking is the greatest area of need for this group of students..	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	14%	20%					
		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		
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.	2.1.	2.1.	2.1.	2.1.	2.1.		
Biology 1 Goal #2: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

	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.	

End of Biology I EOC Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Science Professional Development

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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Science Budget (Insert rows as needed)

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

August 2012

Rule 6A-1.099811

Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

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

End of Science Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1. Limited specific detail practice in writing.	1A.1. Have students work with Reading Teacher to review their writing throughout the year and show them samples of what a 5.0 and 6.0 paper looks like.	1A.1. Reading Teacher	1A.1. Review baseline and mid year writing data to see growth in students.	1A.1. Baseline and midyear writing data.		

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Writing Goal #1A: There will be a 10% increase in the percentage of students scoring 3.0 and higher on the 2013 FCAT writing assessment.	<u>2012 Current Level of Performance:*</u>	<u>2013 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>					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Writing Goal #1B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 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>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

		IB.3.	IB.3.	IB.3.	IB.3.	IB.3.	
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <div>Please note that each Strategy does not require a professional development or PLC activity.</div>						
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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Writing Budget (Insert rows as needed)

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

August 2012

Rule 6A-1.099811

Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

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

End of Writing Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

August 2012
Rule 6A-1.099811
Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance	1.1. Student not attending due to poor attendance habits over time.	1.1. Phone calls, letters, home visits to encourage students to return to school.	1.1. Family Support Specialist	1.1. Consistent review of daily attendance to see if students are attending regularly	1.1. Attendance, Stars.		
<u>Attendance Goal #1:</u> There will be a 5% increase in the expected attendance rate for FY2013.	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	68%	73%					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	36	26					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

	<u>2012 Current</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Tardies (10 or</u> <u>more)</u>	<u>2013 Expected</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Tardies (10 or</u> <u>more)</u>					
	0	0.					
		1.2. Lack of student accountabilit y.	1.2. Set high expectations at the start of school year and during each student orientation. Require all teachers to make attendance calls daily and provide positive reinforcement for students.	1.2. Teachers	1.2. Review of student attendance daily.	1.2. School Attendance Data	
		1.3.	1.3.	1.3.	1.3.	1.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Attendance Professional Development

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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
	Reviewing attendance data on students	All	Principal	All	August All-Staff and September PD	Staff will receive incentives for using attendance reports through a data review game twice during the school year. Staff will use reports and document report

Attendance Budget (Insert rows as needed)

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

August 2012

Rule 6A-1.099811

Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Attendance Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention						
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		
1. Dropout Prevention	1.1. Many of our students are living on their own/ independent already.	1.1. Ensure we are maintaining at least one adult contact for each of our enrolled students.	1.1. Administrator, Teachers, Family Support Specialist	1.1. Enrollment specialist and the administrator will monitor that all newly enrolled students have parental or guarding contact information.	1.1. Student enrollment folders.		
<u>Dropout Prevention Goal #1:</u> Decrease the Dropout Rate by 5% for the 2012-2013 school year.	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for expected dropout rate in this box.</i>					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					

August 2012

Rule 6A-1.099811

Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>					
		1.2. Student Financial Issues	1.2. Assist students to find jobs with flexible work hours that will allow them with time to attend school.	1.2. Career Coach	1.2. School Retention Report Review; Weekly Monitoring of the non-attenders list	1.2. Retention Report found in STARS (internal Database)	
		1.3. Lack of Crisis Management Skills	1.3. Provide students/families with counseling and the proper referrals to support student needs.	1.3. Career Coach	1.3. School Referral Form /Contact Logs	1.3. Contact Logs found in STARS (Internal database)	

Dropout Prevention Professional Development

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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

August 2012
 Rule 6A-1.099811
 Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

August 2012
Rule 6A-1.099811
Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.

Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
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		
1. Parent Involvement	1.1. Many of our students are independent already.	1.1. Ensure we are maintaining at least one adult contact for each of our enrolled students.	1.1. Enrollment specialist and the Principal	1.1. Monitor that all newly enrolled students have parental or guardian contact information.	1.1. Student enrollment folders		
<u>Parent Involvement Goal #1:</u> There will be a 10% increase in parental involvement in FY2013 <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					

2012-2013 School Improvement Plan (SIP)-Form SIP-1

	<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>					
	1.2. Students lose interest in meeting academic goals.	1.2. Conduct parent and student interest and satisfaction surveys	1.2. Administrator	1.2. Survey results use the results to make decision on services, programs, etc. that may need to be implemented or changed.	1.2. Survey Results	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

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 (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Parent Involvement Budget

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

End of Parent Involvement Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school's DA Status. (To activate the checkbox: 1. Double click the desired box; 2. When the menu pops up, select *Checked* under "Default value" header; 3. Select *OK*, this will place an "x" in the box.)

School Differentiated Accountability Status		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent

Are you reward school? ☐ Yes ☐ No

(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

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

School Advisory Council (SAC)

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 members 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 the measures being taken to comply with SAC requirements.

In the process of adding new members to School Advisory Council.

Describe the activities of the SAC for the upcoming school year.

August 2012

Rule 6A-1.099811

Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Describe the projected use of SAC funds.	Amount