

Florida Department of Education



School Improvement Plan (SIP)

Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Lauderhill High School	District Name: Broward
Principal: Merceda Stanley	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)
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Principal	Merceda Stanley	BS in Guidance MS in Guidance Ed Leadership Cert Ph.D Program	1	17	Dillard High: School Grade High Standards RD-MA-WR-SC Learning Gains RD-MA Lowest 25% RD-MA AYP 2011 2010: B 2009: D 31-72-90-23 45-80 45-80 90 2008: D 26-65-90-25 44-78 46-82 79
Assistant Principal	Sharard Walker	B.S. Business Admin, M.S. Administration Supervision, Ed.S Curriculum and Instructional Leadership Cert: Business 6- 12, Middle Grds 5-9, Educational leadership (all levels)	3	1	Sharard Walker, Assistant Principal, has been AP of Lauderhill High School since 2011. Experience teaching in Broward county and a Dean of students before moving to charter schools. Experience with Advanced ED (SACS-CASI)as well as Apex curriculum.

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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	Valvita Issac	Social Science 6-12, Reading endorsement	1	0	
Career	Latasha Kendrick	Guidance & Counseling K-12	1	1	

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. Develop a mentoring program that will allow new and veteran teachers to shadow and share best practices.	Principal	On Going
4. Host staff meeting with staff to review data, get feedback on implemented intervention, develop new strategies according to data presented.	All staff	On Going

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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

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 Effective Rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers

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8	0	4	3	1	30 %		0%	0%	50 %

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
Tanisha Azor	Emily Robinson	Ms. Robinson is new to the ALS educational model. The support and mentorship of Ms. Azor will be valuable in assisting her in meeting her professional development goals for the school year.	Weekly meeting to discuss individual student attendance and overall strategies for improving student attendance. Classroom observations and follow-up. Peer-to-Peer observations

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Glenda Tirado	Anglien Fernandez	Mrs. Fernandez is new to the ALS educational model. The support and mentorship of Ms. Tirado will be valuable in assisting her in meeting her professional development goals for the school year.	Weekly meeting to discuss individual student attendance and overall strategies for improving student attendance. Classroom observations and follow-up. Peer-to-Peer observations
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Arlizia Smith	Valvita Isaac	Ms. Isaac is new to the ALS educational model. The support and mentorship of Ms. Smith will be valuable in assisting her in meeting her professional development goals for the school year.	Weekly meeting to discuss individual student attendance and overall strategies for improving student attendance. Classroom observations and follow-up. Peer-to-Peer observations
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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
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs

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Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team.
Merceda Stanley- Principal: Designate time for meeting, review the school vision, guide the implementation of best practices, collect and analyze data for team presentation.
Sharard Walker- Asst. Principal: Serves as liaison between instructional staff and principal; support interventions; collaborate with principal to monitor academic progress and conduct data analysis.
Tanya Santos- ESE Specialist: Assist in collecting data and integrating materials into Tier 3 instruction, collaborate with general education teacher to ensure of proper implantation, and co-teaching.
Latasha Kendrick -Career Coach: Assist in program evaluation, interpretation of data, gather feedback from students on strategies implemented and assist in all decision making.
Teacher advisors: Support all academic interventions, guide student learning, alert administration of unsuccessful strategies, provide orientation for students, and assess basic skills that may need to be enhanced.
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?
The team will meet weekly to discuss strategies, possible program edits, interventions and services that students may need. Referrals for additional support will be reviewed and provided to the Career Coach, Family Support Specialist, and other agencies for follow-up and coordination.
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 is developed with the collaboration of all stakeholders. The plan serves as a guide for the intervention of programs, to be implemented to serve the needs of students.
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.
STARS (internal data base) which describes academic, attendance and behavior data ; TERMS (district database); Optispol data warehouse which has standardized test results and previous years data, APEX and Reading Plus is the curriculum that is used and will identify student success or failings, Virtual Counselor is a data base where students and teachers can access their academic history from outside of school, student Individual Graduation Plan; contact logs

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<p>Describe the plan to train staff on MTSS.</p> <p>A teacher planning day has been identified to provide staff an overview on the SIP. All staff is trained during professional development week. Faculty meetings are used to train staff on a continuous basis Key support student learning, especially when modifications are required.</p>
<p>Describe the plan to support MTSS.</p> <p>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.</p>

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
<p>Identify the school-based Literacy Leadership Team (LLT).</p> <p>Principal, Assistant Principal, Reading Teacher, Parents, Teachers and community partners.</p>
<p>Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).</p> <p>Meetings will be held bimonthly. The meetings will be held to review the reading data of students and plans for reading incentives. i.e. Drop everything and read, book club of the month , level up club and RRR (read, relax and retention)</p>
<p>What will be the major initiatives of the LLT this year?</p> <p>To complete the Reading Plus program and to improve FCAT reading scores.</p> <p>Review FCAT performance, identify areas of weakness, and develop instructional 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.</p>

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.

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****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.

****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?

Students will receive 45 minutes intensive reading instruction daily. The Advisory Teachers, Reading Teacher, Administration will monitor student diagnostic reports to ensure completion. As a technology enhanced instructional environment, courses have been adopted which embed reading instruction across content areas and courses. These Literacy Advantage courses include a focus on vocabulary building, enhancing background knowledge, and using context to construct meaning. Instructional staff has been trained to support students through this curriculum as well as strategies to support the same reading skills through off-line activities.

****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 who enroll in the school will work with the Career Coach and teacher/mentor to determine interest and aptitude for post-secondary plans. While some students will pursue vocational programs, others will seek employment or enroll in a two or four year college.

Additionally, the course addresses how these math concepts relate to each other, other contents, and postsecondary career tracks. A curriculum delivered via FDIC serves to connect math concepts with real world application and provides students with a foundation for financial literacy. ASVAB testing will help students to identify which areas of employment they would like to pursue. Career Coach will work with students on the Personal, social, career curriculum to assist them with character education.

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?

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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 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. Students can check their My Success dashboard which will show them their progress towards their graduation.

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](#).

Colleges and Technical centers visit the students in all sessions to present options for the students to attend college or technical schools post graduation. Students are exposed to a variety of colleges all along the east coast to provide opportunities broader than the local community colleges. Different branches of the Armed Forces also visit the students to present for military interest. Voter registration speakers present to all students to provide the opportunity for students to register to vote and educate them on the importance and process of voting. Healthy Mothers Healthy Babies provide information to the students in need of services to assist in mother and fatherhood. Several students have been referred to the Youth Enrichment Training Program that assists with building resumes, applying for jobs, and interview etiquette. Students are also exposed to the Annual Scholarship Fair to assist with financial responsibilities while attending college or technical school. Include information on College readiness and success courses?

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

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1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1A.1. Many of the students don't read outside of school, this they have a negative attitude toward the importance of reading	1A.1. Institute a Saturday FCAT Camp for all student that need to take and pass the FCAT. Institute the Reading Plus program Small group direct instruction. Offer scholastic reading to the students.	1A.1. Administration, Reading Teacher, Debra Berlin, National Director of Reading	1A.1. Schedule a time on Saturday that students can be present for the camp.	1A.1. BAT, FAIR, TABE Scores, and FCAT Reports		
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<u>Reading Goal #1A:</u>	<u>2012 Current Level of Performance*</u>	<u>2013 Expected Level of Performance*</u>					
By 2013 students in 9 th and 10 th grade reading will increase by 3%							
	In 2012, 5% (15) of students achieved a level 3 on the Reading FCAT.	In 2013, 8% of students will achieve a level 3 on the Reading FCAT.					
		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	
		1A.3. Individual student needs not being met.	1A.3. FAIR Strategies	1A.3. Reading Teacher, Administration	1A.3. Evaluation of BAT and FAIR assessment	1A.3. FAIR, BAT, Teacher made assessments	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.	2A.1. Low student moral and motivation.	2A.1. Increase time on Reading Plus. Book Club	2A.1. Reading Teacher, Teachers	2A.1. Reading Plus reports will be pulled to review usage and performance data. BAT diagnostic and mini-assessment data will be monitored to ensure student proficiency is maintained	2A.1. Reading Plus reports, BAT data,		
<u>Reading Goal #2A:</u> By 2013 students in 9 th and 10 th grade reading will increase by 3%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	In 2012, _0_% (_0_) of students achieved a level 3 on the Reading FCAT.	In 2013, _3_% (3) of students will achieve a level 3 on the Reading FCAT.					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
■ ■ ■							
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in reading.	3A.1. Students lack organizational skills.	3A.1. Implement the use of graphic organizers, note-taking, summarizing activities.	3A.1. Instructional Staff	3A.1. Administration and curriculum support will use the iObservation Tool to monitor trends of high yield strategies.	3A.1. FCAT, BAT, and Teacher Made Assessments.		
<u>Reading Goal #3A:</u> By June, 2013: 12% of the students will make learning gains in reading on the 2013 administration of the FCAT	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	10% (27) of the tested population made learning gains in reading on the 2012 administration of the FCAT	12% of the tested population will make learning gains in reading on the 2013 administration of the FCAT					

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		3A.2. Demonstrated student deficiencies in comprehension.	3A.2. Students will utilize the Reading Plus program which provides literacy practice using a variety of formats to engage and motivate readers.	3A.2. Reading Teacher, Classroom teacher	3A.2. Reading Plus performance data will be used to monitor student progress.	3A.2. FAIR Data Analysis, Reading Plus Performance Reports	
		3A.3. Appropriate strategies and interventions	3A.3. Students will be administered the FAIR assessment and receive appropriate instruction using the results of the Targeted Diagnostic Inventory.	3A.3. Reading Teacher, Classroom teacher	3A.3. Monthly Data Chats with teachers and PLCs to interpret data and instructional implications *Coaching sessions with Reading teachers to remediation and enrichment needs.	3A.3. Ongoing Progress Monitoring • PMRN Data	
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>					

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	<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>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. Students functioning on varying individual levels of reading ability need differentiated instructional techniques.	4A.1. Using the results of the FAIR assessment, teachers will monitor student progress and use the data to inform instruction and use targeted differentiated instruction to meet student learning needs.	4A.1. Reading Teacher and Administrators	4A.1. FAIR Progress Monitoring Tool	4A.1. FAIR (PMRN Database)		

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<u>Reading Goal #4:</u>	<u>2012 Current Level of Performance*</u>	<u>2013 Expected Level of Performance*</u>					
By June, 2013: 3% of the students in the lowest 25% will make learning gains in reading on the 2013 administration of the FCAT							
	2%of the students in lowest 25% made learning gains in reading on the 2012 administration of the FCAT.	4%of the students in lowest 25% will make learning gains in reading on the 2013 administration of the FCAT					

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		4A.2. Teachers lack instructional Strategies for targeted intervention	4A.2. Differentiated instruction will be provided to the lowest quartile students who did not meet AYP criteria using appropriate strategies as outlined in FAIR instructional implications. FAIR data will outline a Targeted Diagnostic Inventory that teachers will use to address the specific needs of individual students based on their performance.	4A.2. Reading Teacher, Administrators	4A.2. Performance on FAIR, BAT and Reading Plus	4A.2. Analysis of data gathered from the FAIR, BAT and Reading Plus reports.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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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		

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5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5B.1. White: Black: Hispanic: Asian: American Indian: Lack of test-taking strategies, active reading strategies and stamina when reading lengthy grade- level passages.	5B.1. Reading Coach will conduct small group sessions to provide benchmark-based practice and will provide follow-up staff development for remediation or enrichment.	5B.1. Reading Teacher, Administrators	5B.1. Review of data gathered from small group practice sessions.	5B.1. Reading Plus reports, FAIR data	
Reading Goal #5B: By June, 2013, the number of students not making satisfactory progress in reading will be reduced by 5% within each ethnic subgroup	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
	White: 0 Black: 257 Hispanic: 8 Asian: 1 American Indian: 0	White: 0 Black:13 Hispanic: 3 Asian:2 American Indian:0				

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		5B.2. Lack of student strategies that encourage ownership and independence in the learning process.	5B.2. Student workshops will be provided offering remediation and enrichment in the annually assessed benchmarks.	5B.2. Reading Teacher and Administrators	5B.2. Data Chats with teachers *Teacher Lesson Plans with research-based embedded strategies.	5B.2. Reading Plus Reports, FAIR and FCAT.	
		5B.3. A need for instruction that targets individual student performance and ability.	5B.3. Students will be administered the FAIR assessment and receive appropriate instruction using the results of the Targeted Diagnostic Inventory.	5B.3. Reading Teacher, and Administrators	5B.3. Data Chats and Professional Learning Communities with teachers discussing the interpretation of the PMRN reports and the instructional implications.	5B.3. Ongoing Progress Monitoring data from FAIR	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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.		
Reading Goal #5C:	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
<i>Enter narrative for the goal in 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>					
		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		

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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>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in 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>					
	—	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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. Lack of instructional interventions to address individual student needs.	5E.1. Teachers will be trained in and administer FAIR. Data from this assessment will be used to identify and target instruction.	5E.1. Reading Teacher	5E.1. iObservation Tool and teacher developed lesson plans and learning centers	5E.1. PMRN Data		
<u>Reading Goal #5E:</u> By June, 2013, the number of economically disadvantaged students not making satisfactory progress in reading will be reduced by 5%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	95% (255) of economically disadvantaged students did not make satisfactory progress in reading based on the 2012 FCAT.	By June, 2013, 30% of economically disadvantaged students will make satisfactory progress in reading.					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

Reading Professional Development

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
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School-wide	All	Reading Teacher	School-wide	August All-staff	Review usage	Reading Specialist
Reading program. Apex Success	All	Reading Teacher	Teachers	training, ongoing modeling August All-staff	reports and data in Reading Plus. Review usage reports and data	Assistant Principal
training for staff SQ3R Note taking	All	Reading Teacher	School-wide	training, ongoing modeling August All-staff	Review student	Reading Specialist/Assistant Principal
strategy for students				training, ongoing modeling	binders and success in Apex course work and Reading curriculum.	

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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

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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.	1A.1. Many of the students don't read outside of school, this they have a negative attitude toward the importance of reading	1A.1. Institute a Saturday FCAT Camp for all student that need to take and pass the FCAT. Institute the Reading Plus program Small group direct instruction. Offer scholastic reading to the students.	1A.1. Administration, Reading Teacher, Debra Berlin, National Director of Reading	1A.1. Schedule a time on Saturday that students can be present for the camp.	1A.1. BAT, FAIR, TABE Scores, and FCAT Reports	

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CELLA Goal #1:	2012 Current Percent of Students Proficient in Listening/Speaking:					
In 2013, the number of students scoring proficient by grade level will increase by 5%						
	In 2012, the number of students scoring proficient by grade level: 9 th -0 10 th -0 11 th -40% (2) 12 th -9% (1)					
	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	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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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.	3A.1. Students lack organizational of skills.	3A.1. Implement the use of graphic organizers, note-taking, summarizing activities.	3A.1. Instructional Staff	3A.1. Administration and curriculum support will use the iObservation Tool to monitor trends of high yield strategies.	3A.1. FCAT, BAT, and Teacher Made Assessments.	
CELLA Goal #2: In 2013, the number of students scoring proficient by grade level will increase by 5%	2012 Current Percent of Students Proficient in Reading:					

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	<p>In 2012, the number of students scoring proficient by grade level:</p> <p>9th-0</p> <p>10th-0</p> <p>11th-20% (1)</p> <p>12th-9% (1).</p>					
	<p>3A.2. Demonstrated student deficiencies in comprehension.</p> <p>3A.3. Appropriate strategies and interventions</p>	<p>3A.2. Students will utilize the Reading Plus program which provides literacy practice using a variety of formats to engage and motivate readers.</p>	<p>3A.2. Reading Teacher, Classroom teacher</p>	<p>3A.2. Reading Plus performance data will be used to monitor student progress.</p>	<p>3A.2. FAIR Data Analysis, Reading Plus Performance Reports</p>	<p>2.2.</p>
		<p>3A.3. Students will be administered the FAIR assessment and receive appropriate instruction using the results of the Targeted Diagnostic Inventory.</p>	<p>3A.3.</p>	<p>3A.3. Monthly Data Chats with teachers and PLCs to interpret data and instructional implications</p> <p>*Coaching sessions with Reading teachers to remediation and enrichment needs.</p>	<p>3A.3. Ongoing Progress Monitoring</p> <p>• PMRN Data</p>	<p>2.3.</p>

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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.	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.	
<u>CELLA Goal #3:</u> In 2013, the number of students scoring proficient by grade level will increase by 5%	<u>2012 Current Percent of Students Proficient in Writing :</u>					

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	In 2012, the number of students scoring proficient by grade level: 9 th -0% 10 th -0% 11 th -0% () 12 th -9% (1)..					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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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

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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		

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1. Students scoring at Achievement Level 3 in Algebra 1.	<p>1.1.</p> <p>Deficiencies in standards that may be caused by limited opportunities available for additional practice and exploration</p>	<p>1.1.</p> <p>Provide students with opportunities to explore and re-enforce concepts within the APEX online curriculum.</p> <p>Provide direct instruction</p> <p>opportunities for</p> <p>students to gain hands-on</p> <p>practice and</p> <p>knowledge about</p> <p>measurement skills,</p> <p>tools, through activities</p> <p>and websites.</p> <p>Provide teachers with training in assisting students make sense of problems and plausible solutions.</p>	<p>1.1.</p> <p>RtI Team</p>	<p>1.1.</p> <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>1.1.</p> <p>Formative:</p> <p>Interim assessments</p> <p>Benchmark assessments</p> <p>Summative:</p> <p>2013 Algebra EOC results</p>		
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<u>Algebra 1 Goal #1:</u>	<u>2012 Current</u>	<u>2013 Expected</u>					
	<u>Level of</u>	<u>Level of</u>					
	<u>Performance:*</u>	<u>Performance:*</u>					
<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>							
	26% (43)	35%					

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		<p>1.2.</p> <p>Area of concern:</p> <p>Standard 5</p> <p>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>	<p>1.2.</p> <p>Rtl Team</p>	<p>1.2.</p> <p>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>1.2.</p> <p>Formative:</p> <p>Interim assessments</p> <p>Benchmark assessments</p> <p>Summative:</p> <p>2013 Algebra EOC results</p>	
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		<p>1.3. Area of concern:</p> <p>Standard 6</p> <p>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.</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>	<p>1.3.</p> <p>Rtl Team</p>	<p>1.3.</p> <p>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.</p> <p>Formative:</p> <p>Interim assessments</p> <p>Benchmark assessments</p> <p>Summative:</p> <p>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	<p>Person or Position</p> <p>Responsible for Monitoring</p>	<p>Process Used to Determine</p> <p>Effectiveness of Strategy</p>	Evaluation Tool		

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2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.	2.1.	2.1.	2.1.	2.1.	2.1.		
<u>Algebra Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in 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>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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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		

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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/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		
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<u>Algebra 1 Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
The results of the 2012 Algebra EOC assessment indicated that 16% of students not achieving proficiency level.							
	White: 0% Black: 97% (41) Hispanic: 1% (1) Asian:N/A American Indian:N/A	White: 0% Black: 35% Hispanic: 2% Asian:N/A American Indian: N/A					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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.		
Algebra 1 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		

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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>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in 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>					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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/Rtl Team	3E.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	3E.1. Formative: Interim assessments Benchmark assessments Summative: 2013 Algebra EOC results		

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Algebra 1 Goal #3E:	2012 Current Level of Performance*	2013 Expected Level of Performance*					
There will be a 8% increase in the percentage of students that are economically disadvantaged.							
	54% (23)	25% (28)					
		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

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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		

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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		
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Geometry Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p>The results of the 2012 Geometry EOC assessment indicated that 0% of students achieved level 3 proficiency.</p> <p>Our Goal for the 2012-2013 school year is to increase level 3 proficiency students by 8%.</p>							
	0% (0) of student scored at the achievement level 3	8% of student scored at the achievement level 3					

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		<p>1.2.</p> <p>Trigonometry and Discrete Mathematics</p> <p>The deficiency may be cause by not covering the content area in depth.</p>	<p>1.2.</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>1.2.</p> <p>Math Teachers/Rtl Team</p>	<p>1.2.</p> <p>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>1.2.</p> <p>Formative: Interim assessments Benchmark assessments</p> <p>Summative: 2013 Geometry EOC results</p>	
		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	<p>Person or Position</p> <p>Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	Evaluation Tool		

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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		
Geometry Goal #2: 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>					
	<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>					

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		<p>2.2.</p> <p>Trigonometry and Discrete Mathematics</p> <p>The deficiency may be caused by not covering the content area in depth.</p>		Math Teachers/RtI Team	<p>2.2.</p> <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>2.2.</p> <p>Formative:</p> <p>Interim assessments</p> <p>Benchmark assessments</p> <p>Summative:</p> <p>2013 Geometry EOC results</p>	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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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		

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3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		
Geometry Goal #3B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<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:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	

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		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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		

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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.	3E.1.	3E.1.	3E.1.	3E.1.		
Geometry Goal #3E: <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>					
		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

Professional Development

August 2012

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(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	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	All	PLC Leader 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
and mini assessments 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

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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

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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		

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1. Students scoring at Achievement Level 3 in Biology 1.	1.1. Student deficiencies in organization and development of living organisms attributed to limited laboratory and hands on activities.	1.1. Provide students more opportunities to participate in laboratory experiments and inquiry-based activities Provide students greater opportunities to work in teams to discuss projects, experiments, and write related reports.	1.1. Science Teacher/Rtl Team	1.1. Science teachers will meet monthly to discuss and review student assessments, lab reports and projects. Instructional focus will be adjusted as necessary.	1.1. Formative: Interim assessments Benchmark assessments Summative: 2013 Biology EOC results		
Biology 1 Goal #1: Our Goal for the 2012-2013 school year is to increase the number of students scoring at or above level 4 and 5 by 7%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	0% (0) of student scored at the achievement level 3	7% of student scored at the achievement level 3					
		1.2. Student deficiencies in organization and development of living organisms attributed to limited laboratory and hands on activities.	1.2. Provide students more opportunities to participate in laboratory experiments and inquiry-based activities Provide students greater opportunities to work in teams to discuss projects, experiments, and write related reports.	1.2. Science Teacher/Rtl Team	1.2. Science teachers will meet monthly to discuss and review student assessments, lab reports and projects. Instructional focus will be adjusted as necessary.	1.2. Formative: Interim assessments Benchmark assessments Summative: 2013 Biology EOC results	
		1.3. Limited critical thinking skills	1.3. Science teachers will work in small groups on hands-on activities	1.3. Assistant Principal	1.3. Monitor and review diagnostic results.	1.3. Formative: Interim assessments Benchmark assessments Summative: 2013 Biology EOC results	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.	2.1. Student deficiencies in organization and development of living organisms attributed to limited laboratory and hands on activities.	2.1. Provide students more opportunities to participate in laboratory experiments and inquiry-based activities Provide students greater opportunities to work in teams to discuss projects, experiments, and write related reports.	2.1. Science Teacher/Rtl Team	2.1. Science teachers will meet monthly to discuss and review student assessments, lab reports and projects. Instructional focus will be adjusted as necessary.	2.1. Formative: Interim assessments Benchmark assessments Summative: 2013 Biology EOC results		

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Biology 1 Goal #2:	2012 Current Level of Performance*	2013 Expected Level of Performance*					
Our Goal for the 2012-2013 school year is to increase the number of students scoring at or above level 4 and 5 by 5%.							
	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 1 EOC Goals

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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 Assistant	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
Hands – on labs	All (9-12)	Assistant	Science Teachers	November 2013	Review of BAT	Assistant
Inquiry Based- Instruction	All	Principal Assistant Principal	School-wide	TBD	Assistant Principal will evaluate implementation of strategies and lesson plans	Principal Assistant Principal

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:			

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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 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		

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1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1. Limited specific detail	1A.1. Have students work	1A.1. Reading Teacher	1A.1. Review baseline and mid	1A.1. Baseline and midyear		
	practice in writing.	with Reading Teacher		year writing data to see growth in students.	writing data.		
		to review their writing					
		throughout the year					
		and show them samples					
		of what a 5.0 and 6.0					
		paper looks like.					
<u>Writing Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
There will be a 10% increase in the percentage of students scoring 3.0 and higher on the 2013 FCAT writing assessment.							
	75%	85%					

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

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Writing 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
Incorporating writing into all subject areas.	All	Reading Teacher	All	On-going	Review of baseline data as compared to mid-year data	Reading Teacher

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

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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 Writing Goals

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						
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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 because of poor attendance habits over time	1.1. Phone calls, letters, home visits to encourage students to return to school.	1.1. Administration, 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>					
	65%	75%					
	<u>2012 Current Number of Students with Excessive Absences</u> (10 or more)	<u>2013 Expected Number of Students with Excessive Absences</u> (10 or more)					
	60	25					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	15	5					

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		1.2. Lack of student accountability.	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.	

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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 Principal	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
Reviewing attendance data on students	All		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	Principal

Attendance Budget (Insert rows as needed)

Include only school-based funded			
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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 Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension					1.1.		
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
	Enter numerical data for current number of in-school suspensions	Enter numerical data for expected number of in-school suspensions					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					

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	Enter numerical data for current number of students suspended <i>in-school</i>	Enter numerical data for expected number of students suspended <i>in-school</i>					
	<u>2012 Total</u> <u>Number of Out-of- School Suspensions</u>	<u>2013 Expected</u> <u>Number of</u> <u>Out-of-School</u> <u>Suspensions</u>					
	Enter numerical data for current number of students suspended <i>out-of-school</i>	Enter numerical data for expected number of students suspended <i>out-of-school</i>					
	<u>2012 Total Number</u> <u>of Students</u> <u>Suspended</u> <u>Out-of-School</u>	<u>2013 Expected</u> <u>Number of Students</u> <u>Suspended</u> <u>Out-of-School</u>					
	Enter numerical data for current number of students suspended <i>out-of-school</i>	Enter numerical data for expected number of students suspended <i>out-of-school</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

Suspension 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
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Suspension Budget (Insert rows as needed)

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

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

End of Suspension Goals

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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.		

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<u>Dropout Prevention</u> <u>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>					
	24 %	19%					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
	68%	75%					
		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)	

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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
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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)

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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		

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<u>Parent Involvement Goal #1:</u>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
There will be a 10% increase in parental involvement in FY2013.							
	<i>0% of parent participation</i>	<i>10% of parent participation</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	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

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

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

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

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Parent Involvement Budget

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

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Additional Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Additional Goal	1.1.	1.1.	1.1.	1.1.	1.1.		

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Additional Goal #1:	2012 Current Level :*	2013 Expected Level :*					
<i>Enter narrative for the goal in this box.</i>							
	<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.	

Additional Goals 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.

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

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

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total:
CELLA Budget	
	Total:
Mathematics Budget	
	Total:
Science Budget	
	Total:
Writing Budget	
	Total:
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
STEM Budget	
	Total:
CTE Budget	
	Total:
Additional Goals	
	Total:
	Grand Total:

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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 forming a new School Advisory Council composed of the appropriately balanced members.

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

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Describe the projected use of SAC funds.	Amount