

FLORIDA DEPARTMENT OF EDUCATION



DRAFT 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: Eastside High School	District Name: Alachua
Principal: Jeff Charbonnet	Superintendent: Dr. Dan Boyd
SAC Chair: Dr. Elizabeth Washington	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	Jeff Charbonnet	Ed.S	6	18	School Grade in 2011-2012 82% of 10 th graders scored a level 3 or higher in FCAT Writing 52% of 9 th graders scored a level 3 or higher in FCAT reading 52% of 10 th graders scored a level 3 or higher in FCAT reading 47% of students in lowest quartile made learning gains in reading AYP:

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				<p>Black: 23% of students are at or above grade level in reading SWD: 10% of students are at or above grade level in reading Econ Disad: 23% area at or above grade level in reading 57% of students scored a 3 or higher on the Alg I EOC</p> <p>School Grade in 2010-11: B 56% of students met high standards in reading; 77% of students met high standards in math, 80% of students met high standards in writing; and 59% of students met high standards in science 55% of students made learning gains in reading while 32% of the lowest quartile made learning gains in reading 73% of students made learning gains in math while 58% of lowest quartile made learning gains in math AYP: Black: 46% are at or above grade level in math and 18% in reading Econ Disad: 45% are at or above grade level in math and 21% in reading SWD: 31% are at or above grade level in math and 14% in reading</p> <p>School Grade: A in 09-10 59% of students met high standards in reading, 79% met high standards in math, 89% met high standards in writing, 48% met high standards in science, 59% made learning gains in reading, 76% made learning gains in math, 41% of the lowest quartile made learning gains in reading, and 56% of the lowest quartile made learning gains in math AYP data: 20% of Low SES scored a 3 or higher in reading, 50% scored a 3 or higher in math, 92% scored a 3 or higher in writing SWD-17% scored at least a 3 in reading,</p>
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				<p>32% scored at least a 3 in math, and 79% scored at least a 3.5 on the writing</p> <p>Black students-20% scored at least a 3 in reading, 49% scored at least a 3 in math and 92% scored at least a 3.5 in writing</p> <p>School Grade: D in 08-09</p> <p>57% of students met high standards in reading, 77% met high standards in math, 84% met high standards in writing, 55% met high standards in science, 55% made learning gains in reading, 70% made learning gains in math, 36% of students in lowest quartile made learning gains in reading, and 54% of students in lowest quartile made learning gains in math.</p> <p>AYP Data: white students scored were at 86% proficiency in reading, 94% proficiency in math, and 93% in writing. Black students were at 21% proficiency in reading, 50% in math and 84% in writing. Econ disadvantaged students were at 23% proficiency in reading, 49% in math, and 85% in writing. SWD were at 18% proficiency in reading, 32% in math and 68% in writing.</p> <p>School Grade: B in 07-08</p> <p>52% of students met high standards in reading, 74% met high standards in math, 89% met high standards in writing, 46% made high standards in science, 59% made learning gains in reading, 79% made learning gains in math, 47% of lowest quartile made learning gains in reading and 71% made learning gains in math</p> <p>AYP Data: 89% of white students were proficient in reading, 93% were proficient in math, and the graduation rate was 77%, black students scored at 15% proficiency in reading, 44% in math, 84% in writing and had a 47% graduation rate, econ</p>
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					<p>disadvantaged students had scored at 19% proficiency in reading, 46% in math, 86% in writing, and a 40% graduation rate, SWD scored at 13% proficiency in reading, 25% proficiency in math, 64% in writing, and had a 29% graduation rate School Grade: C in 06-07 48% met high standards in reading, 65% met high standards in math, 89% met high standards in writing, 54% met high standards in science, 53% made learning gains in reading, 73% made learning gains in math, 46% of lowest quartile made learning gains in reading and 67% of lowest quartile made learning gains in math AYP DATA: 82% of white students were proficient in reading, 91% were proficient in math, and students had a graduation rate or 75%, black students had a 14% proficiency rate in reading, 33% in math, 80% in writing and a graduation rate of 40%, econ disadvantaged students had 13% proficiency rate in reading, 32% in math, 78% in writing and a graduation rate of 39%, SWD had a 15% proficiency rate in math, 58% proficiency in writing and a graduation rate of 35%. The reading proficiency rate was not reported.</p>
Assistant Principal	Sherry Estes	Ed.S	7	7	Same as principal
Assistant Principal	James Sheppard	M.Ed	5	5	Same as principal
Assistant Principal	Adele Turnage	Ed.S	7	12	Same as principal

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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)
Literacy	Susan Steele	<p>Bachelor of Science, Agricultural Education, University of Florida Agriscience 6-12</p> <p>Biology 6-12</p> <p>Consumer Economics 6-12</p> <p>Middle Grades Math 5-9</p> <p>English 6-12</p> <p>Media K-12</p> <p>Reading Endorsement</p>	0	0	<p>2011-2012 "grade pending" Newberry High School 55% met high standards in reading; 56% met high standards in math; 82% met high standards in writing; % met high standards in science pending; 68% made learning gains in reading; 66% made learning gains in math; 66% of lowest quartile made learning gains in reading; 47% of lowest quartile made learning gains in math AYP: pending; Writing and Graduation proficiency pending; % of criteria met pending; White and Black subgroups math proficiency and reading proficiency pending; Economically disadvantaged subgroup math or reading proficiency pending.</p> <p>2010-2011 "A" Newberry High School 43% met high standards in reading; 73% met high standards in math; 67% met high standards in writing; 46% met high standards in science; 52% made learning gains in reading; 74% made learning gains in math; 59% of lowest quartile made learning gains in reading; 50% of lowest quartile made learning gains in math AYP: not met; Writing and Graduation proficiency was met; 82% of criteria met; White and Black subgroups met math proficiency but not reading proficiency; Economically disadvantaged subgroup did not meet math or reading proficiency.</p> <p>2009-2010: "B" Newberry High School</p>

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					<p>50% met high standards in reading 75% met high standards in math 88% met high standards in writing 38% met high standards in science 55% made learning gains in reading 75% made learning gains in math 45% of the lowest quartile made learning gains in reading 62% of the lowest quartile made learning gains in math AYP: 43% of the total scored at or above grade level in reading; 52% of white subgroup, 24% of Black subgroup, 30% of economically disadvantaged subgroup, and 18% of the students with disabilities (SWD) met AYP in reading. 65% of the total scored at or above grade level in math; 76% of the white subgroup, 32% of the Black subgroup, 52% of the economically disadvantaged subgroup, and 32% of SWD subgroup met AYP in math.</p>
Reading	Pam O'Steen	BA in Special Education, reading endorsement	0	2	Lake Butler Elementary School-Grade A, Santa Fe High School-Grades C, B

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. meet regularly with assigned administrator	School based administrators	On-going
2. interview process with team or department members	Principal	On-going
3. school based staff development	Principal	On-going
4. support of mentors/on site staff members	Principal	On-going
5. solicit input from current staff members	Principal	On-going
6.		
7.		
8.		

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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
5 Out of field teachers-3 for intensive reading and 2 for ESOL	Support from district literacy and Read 180 coaches Teachers will seek reading endorsement or ESOL 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
71	7%	10%	33%	49%	59%		10%	5%	15%

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
Mike Scott	Adrian DeBose, Craig Adams, Paul Hollis, Sara Lineberger	Assigned by district	Meet with department chairs for additional mentoring
Pam Morgan	Anthony Finelli, Michael Calkins	District supervisor working with IB math teachers	Participate in district training for new teachers

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			School based training in instructional strategies, use of technology
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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
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
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
<p>Identify the school-based MTSS leadership team. The RtI/MTSS team consists of school based administrators, deans, guidance counselors, school nurse, school psychologist, team leaders, dept chairs and school resource officers. A school based Data Review Team collects and analyzes progress measures for all students beginning at Tier 1. The RTI/EPT designs strategies and monitors individual progress for students in the higher risk populations.</p>
<p>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?</p> <p>The RTI team will meet on a bi monthly basis to analyze data such as discipline referrals, grades, attendance, FCAT, FAIR, TABE scores, and grades of students. At the IT1 level, the teacher will meet with parents to discuss concerns and determine solutions and desired outcomes. At IT2, additional team members will determine what additional interventions are needed such as intensive classes. At IT3, the team may determine the need for additional services on the /BIP or AIP such as extended time to complete assignments, pullout for small group instruction, use of FCAT Explorer, credit retrieval options, after school tutoring and/or, behavior counseling. At the TI4 level, students may need to be considered for ESE services such as special diploma options, resource or self-contained classes.</p> <p>The RtI team seeks input from feeder schools and holds transition meetings for ESE students who are moving into the 9th grade.</p>
<p>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 RTI team will engage in problem identification, problem analysis, interventions, and evaluation to determine if the student (s) is making progress. The leadership team will make recommendations for the SIP based on this process and oversee the implementation of the plan's recommendations.</p>
MTSS Implementation
<p>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. We will use reading data from FAIR and FOCUS; math data from the Algebra End-of-Course and Geometry End-of-Course exams; science data from the Biology End-of-Course exam, and writing data from a DBQ initiative in social studies and FCAT writing. Behavior data will be collected on a monthly basis through Infinite Campus. PBS has also been implemented this year.</p>
<p>Describe the plan to train staff on MTSS. The district will provide training for teachers, administrators and district staff members on RtI/MTSS. In addition, the principal will provide information to school based staff on how to implement the plan. Teachers and staff members will receive support in analyzing data through trainings with ESE staffing specialist and the literacy coach.</p>
<p>Describe the plan to support MTSS.</p>

Literacy Leadership Team (LLT)

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Rule 6A-1.099811
Revised April 29, 2011

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School-Based Literacy Leadership Team
<p>Identify the school-based Literacy Leadership Team (LLT). The school based Literacy Leadership Team consists of the principal, literacy coach, assistant principal for curriculum, grade level team leaders, and department chairpersons.</p>
<p>Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT will meet on a monthly basis to review data on student achievement from FOCUS, attendance, discipline referrals, FAIR, fluency checks, and classroom walkthroughs to monitor student progress and implementation of literacy initiatives.</p>
<p>What will be the major initiatives of the LLT this year?</p> <ol style="list-style-type: none"> 1. CIM in 9th, 10th and 11th grade 2. Literacy professional development for content area teachers 3. Focus on specific literacy benchmarks in content areas for common core standards 4. Differentiated instruction and assessment 5. Use of higher levels of questioning 6. Essential questions 7. Increased student engagement 8. Increased parent engagement 9. Emphasis on writing across the curriculum (DBQ initiative in social studies) 10. Implementation of Jamestown Navigator in 10-12th grades 11. Check and Connect in 9th grade 12. Interdisciplinary units with interaction among IB and Major Program students 13. Para professionals will be employed to provide support in 10th -12th grade reading classes 14. After school remediation for FCAT, ACT, SAT and Alg EOC 15. Positive Behavior Support 16. Provide summer remediation program in math/reading for targeted incoming 9th graders

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?

Literacy goals will be incorporated into teachers' professional development plans and teachers will continue to use the Eastside Essentials strategies across the curriculum. Administrators will check lesson plans and use classroom walkthroughs to monitor instruction of objectives and the incorporation of literacy strategies. Teachers will post benchmarks in student friendly language. Departments and individual teachers will post word walls and incorporate vocabulary instruction into their lessons. All grade levels will incorporate the "College Words of the Week". All teachers will engage in data analysis regarding their students' achievement in on track assessments, FAIR, and CIM mini assessments. Subject area teachers will be encouraged to complete the reading endorsement or CAR-PD and will be paid a bonus upon completion of the training. Teachers will receive training in the literacy standards of the common core and strategies to address text complexity.

****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 have the opportunity to take business education courses, art, ROTC, culinary arts, driver's education, and computer courses.

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?

Students entering the 12th grade were given the opportunity to attend a "College Application Boot Camp" Guest speakers provided information on how to get into selective colleges, and teachers and counselors worked with students on how to write a college essay, complete college applications and learn about financial aid. In addition, counselors meet with students at all grade levels to discuss course selection, high school planning and post high school opportunities. Counselors, teachers, and administrators provide guidance for individual students as they make course selections and actively recruit students for honors and

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Rule 6A-1.099811

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AP courses. Representatives from various colleges, the local community college, and people from a variety of vocations come to school to provide information to students about their areas of expertise. Seniors are taken to the community college to learn about opportunities, and some students go on college tours arranged by the guidance department. The school will also provide a free Kaplan ACT review class on campus. The school has partnered with UF Gates Millenium scholars who will mentor current students who qualify to apply for the scholarship. Also, the UF Scholarship House is providing tutors and mentors to African American male students to encourage successful completion of high school and transition to college. Counselors visit students in every grade level and provide information on graduation requirements, testing, college awareness, and career awareness.

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](#).

1. Enroll students in Math for College Readiness as determined by PERT scores
2. Enroll students in English 4: College Prep as determined by PERT scores
3. Increase enrollment in AP courses
4. Provide a block schedule for 9th grade students so they may earn additional credits prior to high school graduation
5. Provide an ACT and SAT review course on campus
6. Provide a summer program to assist students with the college application process
7. Provide mentors for potential Gates Millenium scholars
8. Provide tutoring and mentoring in conjunction with the UF Scholarship House
9. Partner with Santa Fe College to initiate the PASS program for college transition
10. Increase the number of students who receive at least one passing score on an AP exam (AP Equity and Excellence)

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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
IA. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			IA.1. 1. High mobility rate 2. Attendance problems 3. Lack of reading materials outside of school 4. The complexity level of FCAT 2.0 has increased	IA.1. 1. 9th graders will have a block of reading and English 2. Implement the CIM model in 9 th , 10 th , and 11th grade 3. Study of text complexity in science and elective courses 4. Use of Jamestown navigator in 10-12 th grade 5. Provide para professionals in 10-12 grade reading classes 6. Use differentiated instruction 7. Incorporate high yield teaching strategies-Kagan, CRISS, Marzano 8. Include Webb’s Depth of Knowledge questions and tasks in lesson plans 9. Expose students to more complex informational texts in all content area classes 10. Provide pull out remediation for ACT review	IA.1. Administrators, literacy coach, Jamestown Navigator coach, classroom teachers	IA.1. Evaluate data from mini assessments, FAIR, fluency checks, Jamestown Navigator assessments, FOCUS Monitor lesson plans	IA.1. CIM mini assessments FAIR Fluency checks FOCUS Jamestown navigator assessments. Classroom walkthrough data
Reading Goal #1A: <i>To increase the number of students who are reading at or above proficiency in all subgroups as measured by AYP.</i>	2012 Current Level of Performance: * 11% (66) students scored a level 3	2013 Expected Level of Performance: * 20% (140) students will score a level 3					
			IA.3.	IA.3.	IA.3.	IA.3.	IA.3.
IB. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			IB.1. Students with various disabilities will have difficulty mastering certain reading skills	IB.1. 1. Provide learning strategies class 2. Provide co teaching and support	IB.1. ESE teachers, administrators	IB.1. Monitor appropriateness of IEPs and course placement	IB.1. scores on alternative assessments
Reading Goal #1B:	2012 Current Level of Performance: *	2013 Expected Level of Performance: *					

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<i>To improve reading skills among students with disabilities who are pursuing a special diploma</i>	50% (3)	66% (4)					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.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
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. 1. African American enrollment in AP and honors courses is low 2.Lack of background knowledge and exposure to college level vocabulary	2A.1. 1. offer honors level and Advanced Placement courses 2. provide review sessions for AP courses and exams outside of the regular class period 3. Provide mentors for college bound students 4. Provide study skills training 5. Partner with UF Alliance 6. Offer AP Summer institute for incoming 9th graders 7. Provide AP assembly to encourage students to follow AP/Honors track 8. Incorporate college words of the week across the curriculum 9. Challenge quote of the week to reenforce emphasis on rigor 10. Increase academic interaction between IB and MP AP students 11. Offer free ACT review 12. Provide information about the college application process and give students the opportunity to work on applications/essays during the summer 13. Provide mentors for potential Gates Millenium scholars 14. Provide tutors and mentors from the UF Scholarship House to work with African American males 15. Enroll students in the PASS program in conjunction with SFC	2A.1. Principal, APC, APSS, guidance counselors, teachers	2A.1. 1. Monitor enrollment in AP courses 2. Analyze grades and attendance of students in AP courses 3. Evaluate AP performance 4. Monitor college acceptance rates	2A.1. Enrollment figures in AP course AP scores Acceptance information from colleges ACT scores Completed college applications
Reading Goal #2A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
To increase the number of students scoring at a level 4 or higher on the FCAT	42% (256)	50% (315)					
To provide rigorous, college prep courses for students and to better prepare students for AP exams							
To increase the AP Equity and Excellence score	54.6%	57%					
			2A.2. Provide effective professional development for teachers of high achieving students	2A.2. School wide and dept professional development in Webb’s DOK and training from College Board	2A.2. Administration, literacy coach	2A.2. PERT, FAIR, AP exams	2A.2. same as above, AP Equity and Excellence score

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			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 Students have cognitive issues that will impede mastery and retention of various academic skills	2B.1. Increase the rigor in special diploma classes Provide opportunities for real-life experiences in the community work force	2B.1. CBT teacher	2B.1. Successful completion of CBT	2B.1. Scores on Florida Alternative Assessment
Reading Goal #2B: <i>To continue to raise achievement levels of students on special diploma</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	33% (2)	50%	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.			BA.1. 1. Attendance problems with students in the lowest quartile 2. Mobility rate of more than 40% 3. Lack of reading engagement outside of school 4. Student comprehension is hindered by the limited vocabulary acquisition	BA.1. 1. Assign homeroom mentors in 9th and 10th grade classrooms to assist in monitoring student attendance 2. Make home visits to parents of 9th graders 3. Gotcha Back Mentoring program 4. Implement Jamestown Navigator with fidelity in 10-12 th grade 5. Utilize pacing guides in 9th and 10th grade English 6. use CIM for targeted remediation 7. Implement a team literacy approach in both 9th and 10th grades 8. Provide after school tutoring 9. Use Great leaps and targeted fluency 11. Provide students in 9th grade with same teacher for both reading and language arts 12. Implement literacy strategies across the curriculum 13. DBQ strategies in social studies 14. Enroll students in English for College Prep 15. Provide para professionals in 10-12 th grade reading classes 16. College vocabulary words of the week 17. Provide professional development in vocabulary strategies	BA.1. Administrators, literacy coaches, teachers	BA.1. FOCUS FAIR Teacher-made tests	BA.1. Lesson Plans Classroom walk throughs Sign in sheets for after school tutoring
Reading Goal #3A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Provide support for students who are reading below grade level both within the classroom and beyond the instructional day	62% (351)	70% (400)					
			BA.2.	BA.2.	BA.2.	BA.2.	BA.2.
			BA.3.	BA.3.	BA.3.	BA.3.	BA.3.

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3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1.Students with disabilities may have cognitive impairments that make it difficult to master and retain literacy skills	3B.1. 1. Provide learning strategies classes 2. Provide students with appropriate placement in academic courses 3. Provide more rigor in ESE classes 4. Provide training for teachers on how to increase rigor in the classroom	3B.1.ESE teachers, administrators	3B.1.Monitor IEPs to ensure that appropriate supports are in place	3B.1.Results on alternative assessments
Reading Goal #3B: To increase the number of students who make learning gains	<u>2012 Current Level of Performance:*</u> 67% (4)	<u>2013 Expected Level of Performance:*</u> 83% (5)					
			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. 1. Attendance problems for students in lowest quartile 2. High mobility rate among students in lowest quartile 3. students reading well below grade level 4. Discipline problems result in students missing class due to suspensions	4A.1. 1. Assign home room mentors to 9th and 10th grade classrooms 2. Assign individual faculty members to mentor students in the lowest quartile 3. Implement CIM in 9 th , 10 th and 11 th grade 4. Utilize classroom instructional aides to provide small group instruction and remediation in 10 th grade reading 5. Principal will monitor deans to ensure fidelity to discipline plan 6. Discipline committee will review discipline plan 7. Teachers across the curriculum will implement literacy strategies with fidelity 8. Content area teachers will enroll in CAR PD 9. Implement Jamestown Navigator with fidelity in 10 th -12 th grade reading classes 10. Provide FCAT after school remediation 11. Provide after school tutoring and homework help	4A.1. Administrators, faculty mentors, Literacy coach, Jamestown Navigator coach	4A.1. Examine FOCUS and FAIR results	4A.1. FAIR, CIM, FOCUS, attendance reports, discipline reports, lesson plans, classroom walkthroughs
Reading Goal #4: Identify and provide support for students who will be included in the lowest quartile in reading. Teachers can use information regarding these students for pull-out sections and recommendations for tutoring.	2012 Current Level of Performance:* 52% (72)	2013 Expected Level of Performance:* 54% (76)					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			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		Students achieving 3 or higher in reading in 10 th grade White: 90% Black: 23% Hispanic: 78%	White: 92% Black: 35% Hispanic:84%	White: 93% Black: 42% Hispanic:86%	White: 93% Black: 48% Hispanic:87%	White: 94% Black: 55% Hispanic: 89%	White: 95% Black: 61% Hispanic: 91%
	Reading Goal #5A: <i>To reduce the achievement gaps which exist among various subgroups</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.	Reading Goal #5B:		5B.1. White:14% Black:77% Hispanic:22% Asian:3% American Indian: 1A1. Attendance problems for students in lowest quartile 2. High mobility rate among students in lowest quartile 3. students reading well below grade level 4. Discipline problems result in students missing class due to suspensions 2.	5B.1. 1A.1. 1. 9th graders will have a block of reading and English with the same teacher 2. Implement the CIM model in 9 th ,10 th and 11th grade 3. Study of text complexity in science and elective courses 4. Use of Jamestown navigator in 10-12th grade 5. Provide para professional in 10th grade reading classes 6. Implement PBS to improve student behavior 7. Implement literacy strategies throughout the curriculum 8. Check and Connect provides support for targeted 9 th graders 9. Hold parent meetings for parents of students who have not passed FCAT 10. After school tutoring and homework help 11. FCAT after school remediation 12. Offer ACT remediation to help students to earn the concordant score	5B.1. Administrators, literacy coach, teachers	5B.1. 1. Classroom walkthroughs 2. Lesson plans 3. Attendance records 4. CIM, FAIR, On Track results 5. Credits earned 6. Discipline data	5B.1. 1. Credits earned 2. Test data 3. Discipline data showing declines	
	<i>To raise the achievement level of all subgroups</i>	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box. White:14% (26) Black:77%(239) Hispanic:22% (5) Asian: 3% (2) American Indian:						
<i>To decrease the number of students in each subgroup who are not at proficiency</i>			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	

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		5B.3.	5B.3.	5B.3.	5B.3.	5B.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
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. Students lack strong skills in English language	5C.1. Provide ESOL instructional strategies support throughout the year through coaching/modeling	5C.1. Reading coach	5C.1. Classroom walkthroughs, lesson plans	5C.1. CELLA, FAIR, FCAT, CIM, FOCUS
Reading Goal #5C: <i>To decrease the percentage of ELL students who are not reading at or above proficiency</i>	2012 Current Level of Performance:* 67%(2) students not making satisfactory progress	2013 Expected Level of Performance:* All students will make satisfactory progress					
			5C.2. Inappropriate placement of ELL students	5C.2. Use data to ensure ELLs are placed in appropriate classes Monitor schedule changes	5C.2. APC, reading coach, district ESOL contact, guidance	5C.2. Appropriate use of reading placement chart/ESOL to schedule students	5C.2. Master schedule and student schedule
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1	5D.11. 9th graders will have a block of reading and English 2. Implement the CIM model in 9 th , 10 th and 11th grade 3. Study of text complexity in science and elective courses 4. Use of Jamestown navigator in 10-12th grade 5. Provide para professionals in 10-12 grade reading classes 6. Implement PBS to improve student behavior 7. Implement literacy strategies throughout the curriculum 8. Check and Connect provides support for targeted 9 th graders 9. Provide after school tutoring and homework help 10. Develop detailed plans for RtI Tier 2 and 3 interventions when students are not progressing 11. Implement strategies that promote student engagement 12. Provide Summer remediation	5D.1. Administrators, deans, literacy coach, teachers	5D.1. 1. Monitor student progress through FAIR, CIM, FCAT performance 2. Monitor attendance and discipline records 3. Monitor credits earned by students	5D.1. 1. Classroom walkthroughs 2. Data results 3. Attendance rates 4. Discipline referrals 5. Lesson plans
Reading Goal #5D: <i>To decrease the number of SWD who are reading below grade level</i>	2012 Current Level of Performance:* 90% (96)	2013 Expected Level of Performance:* 75% (75)	1. Attendance problems for students in lowest quartile 2. High mobility rate among students in lowest quartile 3. students reading well below grade level 4. Discipline problems result in students missing class due to suspensions				

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					opportunities for incoming 9 th graders who have not passed the FCAT 13. Explore implementation of block scheduling in the 10 th grade		
			5D.2. Students' individual needs according to their various disabilities are not being met	5D.2.All teachers need to review their students' IEPs and modify classroom instruction General ed teachers will participate in IEP meetings and provide feedback to the ESE support specialist in order to meet the needs of the students	5D.2.APSS, Reading coach, ESE teachers	5D.2.Regular IEP meeting attendance Lesson plan notations of accommodations for ESE students per their IEP	5D.2.FCAT scores, FCIM, teacher created formative assessments
			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. 1. Attendance problems for students in lowest quartile	5E.1. 9th graders will have a block of reading and English	5E.1. Administrators, literacy coach, deans, teachers	5E.1. 1. Examine discipline and attendance data	5E.1.
Reading Goal #5E: <i>To decrease the number of students who are not scoring at least a 3 on the FCAT</i>	2012 Current Level of Performance:* 77%(236)	2013 Expected Level of Performance:* 70% (200)	2. High mobility rate among students in lowest quartile 3. students reading well below grade level 4. Discipline problems result in students missing class due to suspensions 5. Lack of reading materials outside of school	2. Implement the CIM model in 9th and 10th grade 3. Study of text complexity in science and elective courses 4. Use of Jamestown navigator in 10-12th grade 5. Provide para professional in 10th grade reading classes 6. Implement PBS to improve student behavior 7. Implement literacy strategies throughout the curriculum 8. Check and Connect provides support for targeted 9 th graders 9. Provide after school tutoring and homework help 10. Provide FCAT remediation after school 11. Provide summer remediation opportunities for incoming 9 th graders who have not passed the FCAT		
			5E.2.	5E.2.	5E.2.	5E.2.
			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

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

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CIS	9-12/English	Susan Steele	English teachers	5 times a year in the morning	Lesson plans,CWT	Administrators/literacy coach
Text Complexity in the Common Core	9-12/Science and elective teachers	Susan Steele	Science and elective teachers	5 morning trainings	Lesson plans, cwt	Administrators/literacy coach
DBQ project	9-12/Social studies teachers	Isa Carter	Social studies teachers	Quarterly meetings	DBQ's and student responses, CWT, lesson plans	Administrators/district English supervisor
Supporting Literacy in the Math Classroom	9-12/Math teachers	Susan Steele	Math teachers	Quarterly meetings/mornings	Lesson plans, CWT	Administrators/literacy coach
Technology training	All/all	District trainers	All teachers	Preplanning/online help/afternoons	Teacher made websites/PDPs online/	administrators

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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
Jamestown Navigator	Computers and headphones	school	2794
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
AP/IB trainings in English and social science courses		school	4000
AP and IB texts for rigorous curriculum		school	5000
Teacher incentives for reading credentials		school	
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
After school tutoring		school	8500
Summer remediation for incoming 9 th graders		school	1000
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.		1.1. Students with limited English proficiency lack the language skills needed to be successful in academic classes	1.1.1. Provide ESOL training for all teachers of ESOL students 2. Provide differentiated instruction for LEP students	1.1.APC, literacy coach, district ESOL contact	1.1.monitor lesson plans for differentiation	1.1.Lesson plans, classroom walkthroughs, CELLA, CIM, FCAT
CELLA Goal #1:	2012 Current Percent of Students Proficient in Listening/Speaking:					
<i>To ensure that ESOL students are proficient in listening and speaking in English</i>	100% (2)					
		1.2.	1.2.	1.2.	1.2.	1.2.
		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.		2.1. Students with limited English proficiency lack the language skills needed to be successful in academic classes	2.1.Provide ESOL training for all teachers of ESOL students 2. Provide differentiated instruction for LEP students	2.1.APC, literacy coach, district ESOL contact	2.1.monitor lesson plans for differentiation	2.1.Lesson plan, classroom walkthroughs, CELLA, CIM, FCAT
CELLA Goal #2:	2012 Current Percent of Students Proficient in Reading:					
<i>To ensure that ESOL students are proficient in reading</i>	100% (2).					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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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.		2.1. Students with limited English proficiency will have difficulty writing in English	2.1. Provide training in ESOL to all students 2. Provide differentiated instruction for LEP students	2.1. APC, literacy coach, district ESOL contact	2.1. Monitor lesson plans Monitor student writing samples	2.1. FCAT writing, teacher made assignments
CELLA Goal #3:	2012 Current Percent of Students Proficient in Writing :					
<i>To ensure that students are proficient in writing</i>	100% (2).					
		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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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Mathematics Goal #1A: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <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 Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <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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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 and 5 in mathematics.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
<u>Mathematics Goal #2A:</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>					
			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 mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Mathematics Goal #2B:</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>					
			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 mathematics.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
Mathematics Goal #3A: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>	3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <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 mathematics.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
Mathematics Goal #4: <i>Enter narrative for the goal in this box.</i>	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>					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			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%. Mathematics Goal #5A: <i>Enter narrative for the goal in this box.</i>	Baseline data 2010-2011							
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 mathematics. Mathematics Goal #5B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.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
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<u>Mathematics Goal</u> #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
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
<u>Mathematics Goal</u> #5D:	<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 mathematics.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
<u>Mathematics Goal</u> #5E:	<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>					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
<u>Mathematics Goal #1A:</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>					
			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 Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<u>Mathematics Goal #1B:</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>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.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
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
<u>Mathematics Goal #2A:</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>					
			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 mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Mathematics Goal #2B:</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>					
			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 mathematics.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
Mathematics Goal #3A: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <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 mathematics.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
Mathematics Goal #4: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			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								
	Mathematics Goal #5A: <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 mathematics. Mathematics Goal #5B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	5B.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
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<u>Mathematics Goal</u> #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
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
<u>Mathematics Goal</u> #5D:	<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 mathematics.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
<u>Mathematics Goal</u> #5E:	<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>					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

High School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1.1. SWD have cognitive disabilities that impede their ability to understand and retain math content	1.1. Review IEPs and provide necessary accommodations and support 2. Increase rigor in ESE classes	1.1. APSS, ESE teachers	1.1. monitor student achievement in classroom 2. Monitor IEP implementation	1.1. monitor student achievement in classroom 2. Monitor IEP implementation
Mathematics Goal #1: To increase math proficiency for SWD	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	50% (3)	75% (5)					
			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. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2. 1. monitor student achievement in classroom 2. Monitor IEP implementation	2.1. 1.1. Review IEPs and provide necessary accommodations and support 2. Increase rigor in ESE classes by incorporating grade level texts 3. Include ESE teachers in subject area trainings/meetings	2.1. .APSS, ESE teachers	2.1. 1. monitor student achievement in classroom 2. Monitor IEP implementation	2.1. 1. monitor student achievement in classroom 2. Monitor IEP implementation
Mathematics Goal #2: To increase math proficiency for SWD	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	33% (2)	50% (3)					
			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 the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			1. monitor student achievement in classroom 2. Monitor IEP implementation	3.1. 1.monitor student achievement in classroom 2. Monitor IEP implementation	3.1. APSS, ESE teachers	3.1. . 1.monitor student achievement in classroom 2. Monitor IEP implementation	3.1. 1.monitor student achievement in classroom 2. Monitor IEP implementation
Mathematics Goal #3:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>To increase the number of SWD who make learning gains in math</i>	80% (4)	100%(5).					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.

End of Florida Alternate Assessment High School Mathematics 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
1. Students scoring at Achievement Level 3 in Algebra 1.			1.1. 1. Students enter 9 th grade with poor math skills 2. High mobility rate among low achieving students 3. Students miss class due to absences or disciplinary actions	1.1. 1. Provide a block for math class daily for all 9 th grade Alg students 2. Implement PBS to improve student behavior 3. Assign homeroom mentors to assist with student attendance issues 4. Provide after school tutoring and homework help 5. Provide Alg I EOC remediation after school and during the summer 6. Use Carnegie Alg program 7. Provide lab tutors for the algebra class 8. Train teachers to incorporate TiNspire 9. Realign Carnegie units to match units being taught 10. Reinstate Check and Connect for 9 th graders	1.1. Administrators, deans, math teachers	1.1. 1. Use of on track testing in Alg 2. Monitor attendance and discipline referrals	1.1. 1. Classroom walkthroughs 2. On track results 3. Passing scores on Carnegie assessments
Algebra 1 Goal #1: To increase the number of students who pass the EOC	2012 Current Level of Performance:* 38%(61) passed the Alg EOC	2013 Expected Level of Performance:* 45%(75) will pass the Alg I EOC					
			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 Algebra 1.			2.1. 1. Students lack opportunities to further their math skills	2.1. 1. Offer a block of Geo honors daily for 9 th graders who have passed the alg EOC 2. Provide after school tutoring and homework help 3. Utilize Carnegie Alg program in honors and regular alg 4. Provide lab proctors for math classes	2.1. Administrators, math teachers 5. Offer honors level courses in all math 6. Offer opportunities for students to join math teams and participate in math competitions	1. Examine grades in alg I honors 2. Monitor attendance 3. Homework rate of completion	2.1. 1. Number of units completed in Carnegie algebra 2. Sign in sheets for after school tutoring 3. On track test results
Algebra Goal #2: To offer advanced courses in mathematics	2012 Current Level of Performance:* 19%(30) students received a score at least a	2013 Expected Level of Performance:* 25% (50)					

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		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		81% of White students are making adequate progress in Alg	White: 83% Black:53%	White:85% Black: 58%	White:87% Black: 63%	White:89% Black 67%	White:91% Black 72%
	Algebra 1 Goal #3A: <i>To increase the achievement levels for students in all subgroups</i>		52% of Black students are making adequate progress in Alg					
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	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.			BB.1. White: Black: Hispanic: Asian: American Indian:	BB.1. 1. Use diverse instructional strategies such as Kagan, Marzano, CRISS 2. Use Carnegie algebra to provide students with practice with application of math skills 3. Students on 9 th grade block receive 80 minutes of math each day 4. Provide hands on student based learning with TI-Nspire calculators 5. Align algebra curriculum to the district pacing guides to provide remediation of basic skills and reinforcement needed to ensure success in Algebra 1 6. Provide summer remediation for incoming 9 th graders	BB.1.APC, principal, math teachers, math supervisor for the district	BB.1.Alg On track assessment,Carnegie lesson mastery, classroom walkthroughs, teacher lesson plans	BB.1.Carnegie assessments, on track results	
Algebra 1 Goal #3B: <i>To decrease the number of students in each subgroup who are not proficient in algebra</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i> White:19%(3) Black:48%(65) Hispanic:25%(1) Asian: American Indian:	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i> White:6% (1) Black:43% (59) Hispanic: Asian: American Indian:	Students may have issues with word problem format of the EOC due to weak reading skills They may have weak basic skills and a lack of experience with the application of basic and new math skills					

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					who have not passed the math FCAT		
			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. Students with limited English proficiency will have difficulty with understanding word problems in math	3C.1. 1. Provide differentiated instruction for LEP students	3C.1.APC, math teachers, district ESOL contact	3C.1.On track Algebra assessments, mastery of Carnegie lessons, teacher-made tests	3C.1.Lesson plans, test scores
Algebra 1 Goal #3C: To decrease the number of LEP students who are not proficient in algebra	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	All ELL students are proficient in algebra	Maintain 100% proficiency in algebra	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
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.			3D.1. Students lack the background skills in math required to be successful in algebra	3D.1. 1. Provide the accommodations listed on students' IEPs 2. Incorporate high yield strategies and differentiated instruction 3. Students on 9 th grade block receive 80 minutes of math instruction daily 4. Incorporate use of technology 5. Provide peer mentors in the math labs 6. Provide after school tutoring	3D.1.administrators, math teachers, district ESE support staff	3D.1.On track assessments in alg., review of IEPs, teacher made assessments	3D.1.Classroom walk throughs, in class test results, Alg 1 on track and EOC
Algebra 1 Goal #3D: To decrease the number of SWD who are not making satisfactory progress in algebra	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	78%(38)	70% (34)	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.			BE.1 Students may have issues with word problem format of the EOC due to weak reading skills	BE.1. 1. Use diverse instructional strategies such as Kagan, Marzano, CRISS 2. Use Carnegie algebra to provide students with practice with application of math skills 3. Students on 9th grade block receive 80 minutes of math each day 4. Provide hands on student based learning with TI-Nspire calculators 5. Align algebra curriculum to the district pacing guides to provide remediation of basic skills and reinforcement needed to ensure success in Algebra 1 6. Provide mentors to low SES students 7. Monitor attendance and discipline referrals 8. Make home visits to students who are struggling in school	BE.1. administrators, math teachers, deans, guidance counselors	BE.1. Discipline reports, attendance reports, On track assessments, lesson plans, classroom walkthroughs	BE.1. Lesson plans, data on Alg I on track, Alg I EOC
Algebra 1 Goal #3E: <i>To decrease the number of Low SES students who are not proficient in Algebra</i>	2012 Current Level of Performance:* 47%(62)	2013 Expected Level of Performance:* 39%(58)	They may have weak basic skills and a lack of experience with the application of basic and new math skills				
			BE.2.	BE.2.	BE.2.	BE.2.	BE.2.
			BE.3.	BE.3.	BE.3.	BE.3.	BE.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
1. Students scoring at Achievement Level 3 in Geometry.			1.1. 1. At risk students lack strong skills in math	1.1. 1. Students who did not pass Alg I EOC will take another year of math before entering geometry	1.1. Math teachers, administrators	1.1. 1. Evaluate on track assessments	1.1. On track results Geo EOC results
Geometry Goal #1: <i>To increase student performance on Geometry EOC</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	2. At risk students have more absences due to outside influences and suspensions	2. Offer after school tutoring and homework help			
	N/A			3. Monitor student progress with On Track			
				4. Integrate technology with graphing calculators			
			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 Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal #2: <i>To offer advanced levels of mathematics courses</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	N/A					
			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			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						
	Geometry Goal #3A: <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
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.			BB.1. White: Black: Hispanic: Asian: American Indian:	BB.1.	BB.1.	BB.1.	BB.1.
Geometry Goal #3B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
			BB.2.	BB.2.	BB.2.	BB.2.	BB.2.
			BB.3.	BB.3.	BB.3.	BB.3.	BB.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>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <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
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>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <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.			BE.1.	BE.1.	BE.1.	BE.1.	BE.1.
Geometry Goal #3E: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			BE.2.	BE.2.	BE.2.	BE.2.	BE.2.
			BE.3.	BE.3.	BE.3.	BE.3.	BE.3.

End of Geometry EOC Goals

Mathematics 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
Supporting Student Literacy in the Math Classroom	All grade levels	Susan Steele	Math teachers/all grade levels	Before school/quarterly	FCAT scores, lesson plans, classroom walkthroughs, teacher made assignments	Administrators
TiNspire	9 th grade alg teachers	District	Algebra teachers	Before school year/follow up during the school year	CWT, lesson plans	Administrators

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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
Carnegie Algebra program		ADS	4526
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
AP and IB workshops for advanced math courses			5000
AP and IB texts that support the curriculum			9066
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Mu Alpha Theta Competition			500
After school tutoring			8500
Summer remediation program for incoming 9 th graders		school	1000
			Subtotal:
			Total:

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Science Goal #1A: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <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 Levels 4, 5, and 6 in science.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Science Goal #1B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u> <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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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 and 5 in science.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
Science Goal #2A: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>	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 science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Science Goal #2B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>	2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

High School Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1.1.	1.1.	1.1.	1.1.	1.1.
Science Goal #1: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			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. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2.1.	2.1.	2.1.	2.1.	2.1.
Science Goal #2: Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* 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 Florida Alternate Assessment High School Science 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
1. Students scoring at Achievement Level 3 in Biology 1.			1.1. 1. At risk students have more absences due to outside issues and discipline referrals 2. At risk students are below grade level in reading and have difficulty reading the biology text	1.1. 1. Provide training in content literacy for biology and other science teachers 2. Implement PBS to address behavior issues 3. Make home visits for struggling students 4. Assign homeroom mentors to 9 th and 10 th grade classes including 2 biology classes 5. Use district pacing guides to ensure coverage of all standards 6. Use high yield strategies to increase student engagement 7. Use test item specifications to clarify benchmarks and content limits to be addressed 8. Provide workbooks which have additional reading passages in science 9. Explore implementation of Biology II course 10. Explore changes to the science sequence of course offerings 11. Explore implementation of block schedule in 10 th grade	1.1. Administrators, literacy coach, biology teachers	1.1. Examine on track bio results Monitor teacher lesson plans to reflect literacy strategies Incorporate technology	1.1. Classroom walkthroughs On Track results Teacher lesson plans Bio EOC
Biology 1 Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>To improve student performance on the Biology EOC</i>	N/A	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.			2.1.	2.1. 1. Offer biology honors course 2. Use district pacing guides to	2.1. Administrators, literacy coach, biology teachers, district science supervisor	2.1. Examine on track bio results Monitor teacher lesson plans to	2.1. Classroom walkthroughs On Track results

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Biology 1 Goal #2: To increase the number of students who achieve 4 or 5 on the bio EOC	2012 Current Level of Performance:*	2013 Expected Level of Performance:*		ensure coverage of all standards 3. Use high yield teaching Strategies	4. Use the Florida Bio Benchmark review and practice test prep book to assess standards readiness and mastery	reflect literacy strategies Incorporate technology 5. Recruit more students for AP Biology, AP Env Sci 6. Increase students' interaction with complex texts through supplemental material	Teacher lesson plans Bio EOC, AP Equity and Excellence score
	N/A	Enter numerical data for expected level of performance in this box.					
				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	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
Text Complexity in the common core	Science/all grade levels	Susan Steele	Science teachers/all grade levels	Before school/quarterly	Teacher made assignments, classroom walk throughs, lesson plans	Administration

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
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
AP and IB workshops for science			4000
AP and IB texts which support the curriculum			9066
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
Biology workbooks		school	500
			Subtotal:

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	Total:
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End of Science Goals

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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.	1A.1.	1A.1.	1A.1.	1A.1.
<p>Writing Goal #1A:</p> <p><i>To improve the percentage of students who are proficient in writing</i></p>			<p>1. Some students enter high school with poor writing skills.</p> <p>2. Some students enter high school without a basic understanding of grammar and punctuation.</p> <p>3. At risk students have a greater likelihood of missing school due to outside influences or discipline referrals.</p>	<p>1. Use DBQ strategies in social studies to encourage students to write more in their social studies classes.</p> <p>2. Write across the curriculum and hold students to higher standards in writing.</p> <p>3. Follow the district pacing guide in 9th and 10th grade English.</p> <p>4. Place students in Eng for College Prep class to prepare them for expository writing at the college level</p> <p>5. Increase collaboration among teachers</p> <p>6. Explore implementation of block scheduling in 10th grade</p> <p>7. Revise scope/sequence for writing</p>	Administrators, teachers	<p>1. Monitor on track assessment results in writing</p> <p>2. Monitor lesson plans to look for writing strategies</p>	<p>1. Classroom walkthroughs</p> <p>2. On track writing results</p> <p>3. Writing FCAT scores</p> <p>4. DBQ scores</p>
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	87% of students received at least a 3	90% will receive a passing score					
			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.
			1. Students who have	1. Provide more rigor in	1B.1.ESE teachers, ESE district contact teacher, literacy coach	Monitor in class writing performance	Lesson plans, classroom walkthroughs, teacher made

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Writing Goal #1B: <i>To increase the number of ESE students who are proficient in writing</i>	<u>2012 Current Level of Performance:*</u> 67%(2)	<u>2013 Expected Level of Performance:*</u> 100%(3)	cognitive disabilities will struggle with writing skills	ESE classes 2. Provide ESE teachers with training in writing instruction with scaffolding	3. Provide ESE teachers with training in scoring rubrics for writing assignments 2. ESE teachers lack training in teaching writing 3. ESE teachers lack training in rubrics for scoring writing	Lesson plans for ESE students should reflect more writing opportunities for students	assignments	
				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
DBQ training for social studies teachers	All/social studies	Isabel Carter	Social studies teachers	Pre-Planning	Review scoring of DBQ responses	Administrators, social studies teachers

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

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 Revised April 29, 2011

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	Total:
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End of Writing Goals

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Civics End-of-Course (EOC) Goals *(required in year 2014-2015)*

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

Civics 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 Civics.			1.1.	1.1.	1.1.	1.1.	1.1.
Civics Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <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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Civics 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

Civics 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:

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End of Civics Goals

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U.S. History End-of-Course (EOC) Goals *(required in year 2013-2014)*

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

U.S. History 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 U.S. History.			1.1.	1.1.	1.1.	1.1.	1.1.
U.S. History Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
U.S. History Goal #2: <i>Enter narrative for the goal in this box.</i>	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>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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U.S. History 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

U.S. History 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:

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End of U.S. History Goals

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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. 1. At risk students are more likely to miss school for non-illness related reasons (transportation problems, caring for siblings, disinterest in school)	1.1. 1. Implement PBS 2. Homeroom mentors assigned to 9 th and 10 th grade classes 3. Make home visits for students with excessive absences/tardies 4. Provide mentors for students with attendance issues 5. Conduct tardy sweeps to encourage students to get to class on time 6. Call parents when students are getting close to the maximum amount of tardies 7. Reinstate check and connect for 9 th graders	1.1. Administrators, deans, guidance counselors	1.1. Monitor attendance data on a monthly basis Follow up data on students who receive a home visit	1.1. Attendance data
Attendance Goal #1: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	<i>Enter numerical data for current attendance rate in this box.</i>	<i>Enter numerical data for expected attendance rate in this box.</i>					
	<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>					
	148	70					
	<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>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			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	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

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:
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
Additional dean position		ADS	
PBS			500
Parent Home visits/Programs			500

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	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.	1.1.	1.1.	1.1.	1.
Suspension Goal #1: To decrease the number of students who receive suspensions and discipline referrals	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions	1. Some at risk students lack coping skills to deal with anger issues 2. Some students continue fights that occur off campus and bring those issues onto campus	1. Implement PBS 2. Continue to provide mentors through Gotcha Back Mentoring Program 3. Provide mentors through UF scholarship house 4. Assign administrators and staff to mentor 9 th and 10 th grade homerooms 5. Visit parents of students who are receiving referrals 6. Provide alternative deterrents to suspension 7. Refer boys to Reichert House and girls to PACE 8. Provide mediation for students involved in disputes 9. Install additional cameras throughout campus to cut down on misbehavior 10. Employ a security guard to prevent former and non students from coming on campus	Administrators, deans, guidance counselors	Evaluate the suspension and discipline report on a monthly basis	Discipline reports
	1139 days	800					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	295	150					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	902 days	450					
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School						
	127	60					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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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

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
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
PBS Additional dean position	Funding needed for prizes for students	ADS ADS	500
			Subtotal:
			Total:

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End of Suspension 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. 1. At risk students fall far behind in credits and cannot recover 2. At risk students struggle to raise GPA to a 2.0 3. At risk students feel frustration at not being able to pass the FCAT	1.1. 1. Implement PBS 2. Increase parent engagement through coffee with counselors on a monthly basis 3. Provide parent meetings on students' performance on FCAT and meeting graduation requirements 4. Provide presentation on literacy strategies at local churches 5. Implement block schedule to give students extra credits towards graduation 6. Provide targeted students with mentors through Gotcha Back 7. Monitor cohort data to determine which students are in danger of dropping out 8. Explore implementation of block scheduling in 10 th grade	1.1. Administrators, guidance counselors	1.1. Evaluate data on students who drop out	1.1. Current drop out rate
Dropout Prevention Goal #1:	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*				
<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for expected dropout rate in this box.</i>				
<i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*				
<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>				
			1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.

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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
PBS			500
			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.	1.1.	1.1.	1.1.	1.1.
<u>Parent Involvement Goal #1:</u>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>	1.1. Some strategies to reach parents involve technology and not all parents have computer/internet access 2. Contact information for parents is outdated or incorrect	1.1. Provide monthly meeting with counselors 2. Invite parents to meetings regarding their child's FCAT scores and progress towards graduation 3. Revamp the school website 4. Parent meetings for parents of juniors regarding college readiness 5. Invite parents to portions of the college boot camp 6. Increase use of the Gainesville Guardian to make announcements 7. Give presentation on literacy strategies at local churches 8. Place school morning announcements on the school website 9. Give parents access to Parent Portal and EdLine	1.1. Administrators, SAC	1.1. Look at attendance at Open House and parent meetings Review SAC survey results	1.1. SAC survey results
<i>Enter narrative for the goal in this box.</i>	<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>					
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>							
			1.2.	1.2.	1.2.	1.2.	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

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

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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
Parent Programs/Home visits		school	500
			Subtotal:
			Total:

End of Parent Involvement Goal(s)

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Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

STEM 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
STEM Goal #1: <i>Increase course offerings in science and technology</i>	1.1.	1.1. 1. Provide laptops for IB juniors to complete their TOK coursework 2. Add course in AP Physics C 3. Encourage and support student participation in science fair 4. Recruit additional students for mu alpha theta and math modeling 5. Explore IB curriculum to look for opportunities to expand STEM course offerings 6. Explore implementation of “flipped” classroom 7. Investigate funding sources for purchase of kindles for students 8. Provide training on edmodo	1.1.Principal, APC, IB coordinator	1.1. Review school course offerings Monitor participation in mu alpha theta Monitor participation in science fair Monitor participation in math modeling club	1.1. School course schedule Math and science awards
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM 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
Macbook Pro training	11 th grade IB	District/Apple trainers	All IB junior teachers	Pre Planning	Lesson plans, classroom walkthroughs, TOK presentations	Administrators, IB coordinator
Edmodo	any	Melissa McCallister	any	After school TBA	Edmodo websites	Administrators/McCallister

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STEM 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
Laptop training			3240
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>Based on the analysis of school data, identify and define areas in need of improvement:</p>					
<p>CTE Goal #1: <i>To increase the number of students who earn industry credentials In 2011-84%(43) students earned Serfsave credentials and students will take the ProStart exam in the spring</i></p>	<p>1.1. 1. On the six period day, students do not have room in their schedule for CTE electives 2. Students are not aware of the CTE courses available or the benefits of taking those courses 3. CTE teachers lack CAR-PD and cannot serve level 2 readers 4. The ProStart exam costs \$40 each</p>	<p>1.1. improve reading scores so students do not have to take intensive reading 1.2. CTE teachers need to recruit students 1.3. Provide incentives for teachers to earn CAR-PD 1.4. Explore securing district funding and/or other sources to pay for Prostart exam</p>	1.1.APC, literacy coach	1.1.increased enrollment in CTE courses	1.1.number of students earning industry credentials
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE 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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CTE 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 CTE 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. Provide additional cameras to discourage misbehavior 2. Implement RAPTOR program to ensure that visitors to campus do not pose a threat to students and/or staff members 3. Employ a security guard to check all visitors to campus 4. Provide full time living arrangements for a staff member to monitor the campus after school hours 5. Implement PBS	1.1. Principal and APA, school receptionist	1.1. 1. Evaluate video of any reported incident to determine which students are involved 2. Ensure that every individual who visits campus goes through the RAPTOR background check	1.1. Decrease in overall number of discipline referrals Decrease in the number of acts of vandalism and/or theft committed during and after school hours 100% compliance with check in procedures for all visitors to campus
Additional Goal #1: <i>To provide for the safety and well-being of students and staff</i>	2012 Current Level :*	2013 Expected Level :*					
	Enter numerical data for current goal in this box.	Enter numerical data for expected goal in this box.					
			1.2.	1.2. Renovate student bathrooms	1.2.Principal and APA	1.2.results of student surveys	1.2.completion of renovation Improved satisfaction with restrooms as reported on student surveys
		1.3.	1.3.Provide training for students in bullying awareness and dating violence	1.3.Guidance counselors and APSS	1.3.Monitor number of referrals for bullying Monitor student reporting of dating violence	1.3.Decrease in referrals for bullying incidents Decrease in reports of students victimized by dating violence	

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.						
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

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
Teacher salaries	TOK, CAS, AP Coordinator, .4 Dean, .2 Culinary	School	80, 281
College Application Boot Camp			120
IB coordinator			333
Teacher minigrants			12000
Other Professional Development			5000
Major Program/IB Community Building			500
TOK Stipends for overnight trips			2500
			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:12879
CELLA Budget	Total:
Mathematics Budget	Total:20592
Science Budget	Total:13566
Writing Budget	Total:
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total:1000
Suspension Budget	Total:500
Dropout Prevention Budget	Total:500
Parent Involvement Budget	Total:500
STEM Budget	Total:3240
CTE Budget	Total:
Additional Goals	Total:100734
	Grand Total: 151,011

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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 xNo

(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.

x Yes No

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

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

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Describe the projected use of SAC funds.	Amount

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