

Florida Department of Education



School Improvement Plan (SIP) Form SIP-1

2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Allen D. Nease High School	District Name: St. Johns County School District
Principal: Kyle Dresback	Superintendent: Dr. Joseph Joyner
SAC Chair: Curt Sienkiewjcz	Date of School Board Approval: 11/13/2012

Student Achievement Data:

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](#)

Highly Effective Administrators

List your school's highly effective 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.

April 2012

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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	Kyle Dresback	BS/Math Education M.Ed./Ed. Leadership	4	14	See Nease High School 2009-2010, 2010-2011, 2011-2012 Data
Assistant Principal	Karen Davis	BS/Business Education M.Ed./Ed. Leadership	6	27	See Nease High School 2007-2008, 2008-2009, 2009-2010, 2010-2011, 2011-2012 Data
Assistant Principal	Nicole Lynch	BS/Biology M.Ed./Ed. Leadership	3	8	See Nease High School 2011-2012 Data

Highly Effective Instructional Coaches

List your school's highly effective 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 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)
English	Melinda Bogart	B.A. - English/Secondary Education (6-12) M.Ed. - Educational Leadership (all grades) ESOL Endorsement Reading Endorsement	3	6	<ul style="list-style-type: none"> ● 1996-2000: The Evelyn Hamblen Center ● 2000-2007: RJ Murray Middle School ● School Grade was "A" ● 2007-2010: Switzerland Point Middle School ● School remained an "A" all 3 years. Did not meet AYP in Reading (Safe Harbor) or Math for SWD subgroup only. ● See Nease High School 2010-2011, 2011-2012 data

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Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Effective use of PATS system to recruit appropriate job candidates	Human Resources/District Office	June 2012	
2. Instructional Literacy Coach	Kyle Dresback/Melinda Bogart	June 2012	
3. Teacher Mentoring	Kyle Dresback/Nicole Lynch	June 2012	
4. Teacher of the Month program	Kyle Dresback/Department Chairpersons	June 2012	

Non-Highly Effective Instructors

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

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective
All are highly qualified.			

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	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
88	3.4% (3)	12.5% (11)	38.6% (34)	45.5% (40)	44.3% (39)	100% (88)	10.2% (9)	9.1% (8)	23.9% (21)

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Teacher Mentoring Program

Please describe the school’s teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Dana Hayden	Rebekah Brighton	New teachers are paired with experienced teachers in their subject area. (Department chairperson.)	Modeling classes, lesson planning, grade process instruction, attendance, parent communication skills, and classroom behavior management.

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

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Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. <ul style="list-style-type: none">● Kyle Dresback● Karen Davis● Nikki Lynch● Sherri Durr- District RtI Coach● Melinda Bogart● Jacqui Ashcroft● Jack Laverty● Abbey Mander● Michel Gledhill● Donna Soncrant

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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? <i>The RtI Team meets monthly (or more if needed) to discuss the school's Tier I, Tier II, and Tier III efforts. The needs and strategies are shared school-wide and with Department Chairs. Meetings with individual teachers or small groups are on an as needed basis. SAC will be kept informed and involved as needed.</i>
Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP? <i>The RtI Team communicates with the SAC regarding Tier I, Tier II, and Tier III strategies as well as any needs the SAC may help with.</i>
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. <i>Our school will be using Snapshot and eSchoolPlus.</i>
Describe the plan to train staff on MTSS. <i>We have a monthly focus calendar including "power lessons" that will be implemented in every class for our Tier I interventions. Training for Tier II and Tier III will be on an as needed basis.</i>
Describe plan to support MTSS. <i>With both SAC and Department Chairs informed, they can quickly respond to any needs of support for the MTSS.</i>

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). <i>As our focus calendar Tier I interventions are literacy-based, our RtI Team and LLT will be the same this year.</i>
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). <i>The LLT will be part of the RtI Team effort this year, so we will meet monthly.</i>
What will be the major initiatives of the LLT this year? <i>Our focus for this year is on Marzano implementation and Common Core State Standards.</i>

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.

****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.

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

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

All teachers have been/will be trained in FOR-PD and CAR-PD. Monthly focus instructional calendars have been distributed to all teachers in each department; on-going PLC interviews with administrators focusing on reading strategy integration in lesson plans. Power lessons each month relating to the Focus Calendar. Reading will be addressed in both personal and departmental goals. Instructional support provided by the Instructional Literacy Coach. Training and focus on Marzano strategies and Common Core State Standards.

****High Schools Only***

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

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

Nease offers academies in engineering and communications as well as NJROTC and IB. Students selecting classes in these academies will be taking course directly related to their career path and future.

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?

Student schedules are put together with consideration given to standardized test scores, academic grades, student preferences, as well as staff and department recommendations. Students are given input in career path selections with IB, AP and Honors courses. The students may also select from academies, IB, and NJROTC.

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#).

Students are encouraged to enroll in Honors and AP classes. IB enrollment is encouraged where applicable.

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						
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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		
1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1a.1. Attendance, lack of transportation for extra help.	1a.1. 5 minute vocabulary activities; Classroom libraries; monthly focus strategy; higher level reading books; word of the day; power lesson planning. Activity bus twice per week to facilitate after school tutoring. Language! Reading Plus and Lexia, Book Jams.	1a.1. Principal and Literacy Coach.	1a.1. Reading Progress monitoring.	1a.1. Baseline, midyear and EOY assessments. FCAT scores.		
Reading Goal #1a: To increase the percentage of students achieving Level 3 or above on the FCAT scores by 2%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	21% (165)	23%					
		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.	
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	

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<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</p>	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		
<p>Reading Goal #1b: NA</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					
	<p>NA</p>	<p>NA</p>					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.</p>	<p>2a.1. Attendance, lack of transportation for extra help.</p>	<p>2a.1. 5 minute vocabulary activities; Classroom libraries; monthly focus strategy; higher level reading books; word of the day; power lesson planning. Activity bus twice per week to facilitate after school tutoring. Language! Reading Plus and Lexia, Book Jams.</p>	<p>2a.1. Principal and Literacy Coach.</p>	<p>2a.1. Reading Progress monitoring.</p>	<p>2a.1. Baseline, midyear and EOY assessments. FCAT scores.</p>		
<p>Reading Goal #2a: <i>To increase the percentage of Nease High School students achieving above proficiency (FCAT Levels 4 and 5) in reading by 1%.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>54% (429)</p>	<p>55%</p>					
		<p>2a.2.</p>	<p>2a.2.</p>	<p>2a.2.</p>	<p>2a.2.</p>	<p>2a.2.</p>	
		<p>2a.3</p>	<p>2a.3</p>	<p>2a.3</p>	<p>2a.3</p>	<p>2a.3</p>	

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<p>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</p>	2b.1.	2b.1.	2b.1.	2b.1.	2b.1.		
<p>Reading Goal #2b: NA</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					
	<p>NA</p>	<p>NA</p>					
		2b.2.	2b.2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p>3a. FCAT 2.0: Percentage of students making Learning Gains in reading.</p>	<p>3a.1. Attendance, lack of transportation for extra help.</p>	<p>3a.1. 5 minute vocabulary activities; Classroom libraries; monthly focus strategy; higher level reading books; word of the day; power lesson planning. Activity bus twice per week to facilitate after school tutoring. Language! Reading Plus and Lexia, Book Jams.</p>	<p>3a.1. Principal and Literacy Coach.</p>	<p>3a.1. Baseline, mid-year and EOY assessments.</p>	<p>3a.1. AP and FCAT tests.</p>		
<p>Reading Goal #3a: <i>To increase the percentage of Nease High School students making learning gains in reading by 3%.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>73%</p>	<p>76%</p>					
		<p>3a.2.</p>	<p>3a.2.</p>	<p>3a.2.</p>	<p>3a.2.</p>	<p>3a.2.</p>	
		<p>3a.3.</p>	<p>3a.3.</p>	<p>3a.3.</p>	<p>3a.3.</p>	<p>3a.3.</p>	

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<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</p>	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.		
<p>Reading Goal #3b: NA</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					
	<p>NA</p>	<p>NA</p>					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.</p>	<p>4a.1. Attendance, lack of transportation for extra help.</p>	<p>4a.1. 5 minute vocabulary activities; Classroom libraries; monthly focus strategy; higher level reading books; word of the day; power lesson planning. Activity bus twice per week to facilitate after school tutoring. Language! Reading Plus and Lexia, Book Jams.</p>	<p>4a.1. Principal and Literacy Coach.</p>	<p>4a.1. Progress monitoring.</p>	<p>4a.1. Baseline, mid-year and EOY assessments.</p>		
<p>Reading Goal #4a: To increase the percentage of students on the lowest 25% making learning gains in reading by 3%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>66%</p>	<p>69%</p>					
		<p>4a.2.</p>	<p>4a.2.</p>	<p>4a.2.</p>	<p>4a.2.</p>	<p>4a.2.</p>	
		<p>4a.3</p>	<p>4a.3.</p>	<p>4a.3.</p>	<p>4a.3.</p>	<p>4a.3.</p>	

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4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.		
Reading Goal #4b: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011 NA						

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<u>Reading Goal #5A:</u> NA							
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		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		
<u>Reading Goal #5B:</u> <i>To increase the percentage of ethnic students at Nease High School making AYP in reading by 3%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<i>"Pending state provided data"</i>	<i>"Pending state provided data"</i>					
	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Reading Goal #5C:</u> <i>To increase the percentage of ELL students at Nease High School making AYP in reading by 3%.</i>	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					

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	<i>"Pending state provided data".</i>	<i>"Pending state provided data".</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 reading.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
<u>Reading Goal #5D:</u> <i>98% of students with disabilities were testing in this category. No AYP data available.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<i>"Pending state provided data".</i>	<i>"Pending state provided data".</i>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.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		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Reading Goal</u> #5E: 97% of students were tested in this category. No AYP data available	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					

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	"Pending state provided data".	"Pending state provided data".					
		5E.2.	5E.2	5E.2.	5E.2.	5E.2.	
		5E.3	5E.3	5E.3	5E.3	5E.3	

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
Reading Focus Calendar	All	Principal and ILC	School – wide.	Once per week	Progress monitoring once per month	Principal, AP, ILC
Reading Plus and Lexia	9-10	ILC	Reading Teachers	Once per week	Progress monitoring once per month	Principal, AP, ILC
TCA (ACT/SAT Prep)	11-12	ILC	Reading and English Teachers	Once per month	Progress monitoring once per month	Principal, AP, ILC

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Reading 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
Reading Plus, Lexia, Book Jams		AP funds	Paid for during previous school year.
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Purchase of iPads, Smart Board, software	SAC Committee	SAC funds	
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Focus Calendar	ILC	NA	NA
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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. Attendance, lack of transportation for extra help.	1. 5 minutes vocabulary activities; Classroom libraries; monthly focus strategy; higher level reading books; word of the day; power lesson planning. Activity bus twice per week to facilitate after school tutoring. Reading Plus and Lexia, Book Jams, and Rosetta Stone.	1.1. Literacy Coach and Testing Coordinator.	1.1. Reading Progress monitoring; CELLA Testing.	1.1. Baseline, midyear and EOY assessments. FCAT scores, CELLA Testing.	
CELLA Goal #1: <i>To increase the percentage of students at Nease High School scoring proficient in Listening/Speaking by 3%.</i>	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
	65%(11)					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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Students read in English at grade level text 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. Attendance, lack of transportation for extra help.	2.1.5 minutes vocabulary activities; Classroom libraries; monthly focus strategy; higher level reading books; word of the day; power lesson planning. Activity bus twice per week to facilitate after school tutoring. Reading Plus and Lexia, Book Jams, and Rosetta Stone.	2.1. Literacy Coach and Testing Coordinator.	2.1. Reading Progress monitoring; CELLA Testing.	2.1. Baseline, midyear and EOY assessments. FCAT scores, CELLA Testing.	
CELLA Goal #2: <i>To increase the percentage of students at Nease High School scoring proficient in Reading by 3%.</i>	<u>2012 Current Percent of Students Proficient in Reading :</u>					
	29%(5)					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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<p>3. Students scoring proficient in Writing.</p>	<p>2.1. Attendance, lack of transportation for extra help.</p>	<p>2.1.5 minutes vocabulary activities; Classroom libraries; monthly focus strategy; higher level reading books; word of the day; power lesson planning. Activity bus twice per week to facilitate after school tutoring. Reading Plus and Lexia, Book Jams, and Rosetta Stone.</p>	<p>2.1. Literacy Coach and Testing Coordinator.</p>	<p>2.1. Reading Progress monitoring; CELLA Testing.</p>	<p>2.1. Baseline, midyear and EOY assessments. FCAT scores, CELLA Testing.</p>	
<p>CELLA Goal #3: <i>To increase the percentage of students at Nease High School scoring proficient in writing by 3%.</i></p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					
	<p>53% (9)</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>

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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
Infuse Rosetta Stone into classes.	Rosetta Stone program	District Office	
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 CELLA Goals

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		

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<p>1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</p>	1a.1.	1a.1.	1a.1.	1a.1.	1a.1.		
<p><u>Mathematics Goal #1a:</u> NA</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	NA	NA					
		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.	
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	
<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</p>	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		

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<u>Mathematics Goal #1b:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
NA							
	NA	NA					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.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		
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.		

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<u>Mathematics Goal #2a:</u> NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	NA					
		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> NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	NA					

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		2b.2.	2b.2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following 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.		
<u>Mathematics Goal #3a:</u> NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	NA					

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		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.		
<u>Mathematics Goal #3b:</u> NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	NA					
		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		
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.	4a.1.	4a.1.	4a.1.	4a.1.	4a.1.		
<u>Mathematics Goal #4a:</u> NA	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
	NA	NA					
		4a.2.	4a.2.	4a.2.	4a.2.	4a.2.	
		4a.3	4a.3.	4a.3.	4a.3.	4a.3.	

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4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.		
<u>Mathematics Goal #4b:</u> NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	NA					
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	

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<p>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>	<p>Baseline data 2010-2011</p>						
<p><u>Mathematics Goal #5A:</u> NA</p>							
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		
<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p>	<p>5B.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>		

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<u>Mathematics Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
NA							
	NA	NA					
	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		

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Mathematics Goal #5C: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA	NA					
		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.		

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<u>Mathematics Goal</u> <u>#5D:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
NA							
	NA	NA					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	5D.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		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		

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<u>Mathematics Goal</u> <u>#5E:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
NA							
	NA	NA					
		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

Middle School Mathematics Goals

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

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Middle School Math ematics Goals	Problem-Solving Process to Increase Student Achievem ent						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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> NA	<u>2012 Current Level of Performance:*</u> NA	<u>2013 Expected Level of Performance:*</u> NA					
	NA	NA					
		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.	

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		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> NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	NA					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.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		

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<p>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</p>	2a.1.	2a.1.	2a.1.	2a.1.	2a.1.		
<p><u>Mathematics Goal #2a:</u> NA</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>NA</p>	<p>NA</p>					
		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
		2a.3	2a.3	2a.3	2a.3	2a.3	

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<p>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</p>	2b.1.	2b.1.	2b.1.	2b.1.	2b.1.		
<p><u>Mathematics Goal #2b:</u> NA</p>	<p><u>2012 Current Level of Performance.*</u></p>	<p><u>2013 Expected Level of Performance.*</u></p>					
	NA	NA					
		2b.2.	2b.2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.</p>	3a.1.	3a.1.	3a.1.	3a.1.	3a.1.		
<p><u>Mathematics Goal #3a:</u> NA</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>NA</p>	<p>NA</p>					
		3a.2.	3a.2.	3a.2.	3a.2.	3a.2.	
		3a.3.	3a.3.	3a.3.	3a...3.	3a.3.	

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<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p>	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.		
<p>Mathematics Goal #3b: NA</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	NA	NA					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.</p>	4a.1.	4a.1.	4a.1.	4a.1.	4a.1.		
<p><u>Mathematics Goal #4a:</u> NA</p>	<p><u>2012 Current Level of Performance:*</u> NA</p>	<p><u>2013 Expected Level of Performance:*</u> NA</p>					
	NA	NA					
		4a.2.	4a.2.	4a.2.	4a.2.	4a.2.	
		4a.3	4a.3.	4a.3.	4a.3.	4a.3.	

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<p>4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.</p>	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.		
<p><u>Mathematics Goal #4b:</u> NA</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	NA	NA					
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	

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<p>5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>	<p>Baseline data 2010-2011</p>						
<p><u>Mathematics Goal #5A:</u> NA</p>							
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		
<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p>	<p>5B.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>	<p>5B.1.</p>		

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Mathematics Goal #5B: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	NA White: Black: Hispanic: Asian: American Indian:	NA White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		

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<u>Mathematics Goal</u> <u>#5C:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
NA							
	NA	NA					
		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.		

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<u>Mathematics Goal</u> <u>#5D:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
NA							
	NA	NA					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
		5D.3	5D.3.	5D.3.	5D.3.	5D.3.	5D.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		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		

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<u>Mathematics Goal</u> <u>#5E:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
NA							
	NA	NA					
		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

Florida Alternate Assessment High School Mathematics Goals

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

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High School	Mathematics	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.	1.1.	1.1.	1.1.	1.1.	
Mathematics Goal #1:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
NA							
	NA	NA					
		1.2.	1.2.	1.2.	1.2.	1.2.	

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		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.	2.1.	2.1.	2.1.	2.1.		
Mathematics Goal #2: NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	NA					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>3. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p>	3.1.	3.1.	3.1.	3.1.	3.1.		
<p>Mathematics Goal #3: NA</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	NA	NA					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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4. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.	4.1.	4b.1.	4b.1.	4b.1.	4b.1.		
	Mathematics Goal #4: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	NA	NA					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3	4.3.	4.3.	4.3.	4.3.	

End of Florida Alternate Assessment High School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Algebra EOC Goals	Problem-Solving Process to Increase Student Achievement						
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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		
1. Students scoring at Achievement Level 3 in Algebra.	1.1. Attendance. Time and transportation for after school tutoring.	1.1. Hands-on measuring activities; 5 minute bell activity; estimation games; FCAT computer program. Activity bus to facilitate transportation issues for after-school tutoring.	1.1. Principal and instructional literacy coach.	1.1. Baseline, mid-year and EOY assessment.	1.1. Tests, quizzes, exams and FCAT scores.		
Algebra Goal #1: <i>To increase the percentage of Nease High School students scoring at Achievement Level 3 in Algebra by 2%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	49% (119)	51%					
		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		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.</p>	<p>2.1. Time and transportation for after school tutoring.</p>	<p>2.1. Hands-on measuring activities; 5 minute bell activity; estimation games; FCAT computer program. Activity bus to facilitate transportation issues for after-school tutoring. Encourage enrollment in advanced math courses.</p>	<p>2.1. Principal and instructional literacy coach.</p>	<p>2.1. Baseline, mid-year and EOY assessment.</p>	<p>2.1. Tests, quizzes, exams, AP and IB tests and FCAT scores.</p>		
<p>Algebra Goal #2: <i>To increase the percentage of Nease High School students scoring at or above Achievement Levels 4 or 5 in Algebra by 1%.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>20% (49)</p>	<p>21%</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	
<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>	<p>2011-2012</p>	<p>2012-2013</p>	<p>2013-2014</p>	<p>2014-2015</p>	<p>2015-2016</p>	<p>2016-2017</p>	
<p>3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>	<p>Baseline data 2010-2011 NA</p>						

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Algebra Goal #3A: NA							
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		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.	3B.1. White: Black: Hispanic: Asian: American Indian: Time and transportation for after-school tutoring:	3B.1. Hands-on measuring activities; 5 minute bell activity; estimation games; FCAT computer program; Discovery Education progress monitoring; guest speakers; after-school tutoring Buses provided 2 days per week for transportation issues.	3B.1. Principal and Instructional Literacy coach.	3B.1. Baseline, mid-year and EOY assessments; Discovery Education progress monitoring.	3B.1. Discovery Education computer program. Tests, quizzes exams, FCAT scores.		
Algebra Goal #3B: <i>To increase the percentage of students making AYP in Algebra by 3%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	“Pending state provided data” White: Black: Hispanic: Asian: American Indian:	“Pending state provided data” White: Black: Hispanic: Asian: American Indian:					

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		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.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		
3C. English Language Learners (ELL) not making satisfactory progress in Algebra.	3C.1. Time and transportation for after-school tutoring:	3C.1. Hands-on measuring activities; 5 minute bell activity; estimation games; FCAT computer program; Discovery Education progress monitoring; guest speakers; after-school tutoring Buses provided 2 days per week for transportation issues.	3C.1. Principal and Instructional Literacy coach.	3C.1. Baseline, mid-year and EOY assessments; Discovery Education progress monitoring.	3C.1. Discovery Education computer program. Tests, quizzes exams, FCAT scores.		
Algebra Goal #3C: <i>To increase the percentage of ELL students at Nease High School making AYP by 3%</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	“Pending state provided data”	“Pending state provided data”					

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		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.	3D.1. Time and transportation for after-school tutoring:	3D.1. Hands-on measuring activities; 5 minute bell activity; estimation games; FCAT computer program; Discovery Education progress monitoring; guest speakers; after-school tutoring Buses provided 2 days per week for transportation issues.	3D.1. Principal and Instructional Literacy coach.	3D.1. Baseline, mid-year and EOY assessments; Discovery Education progress monitoring.	3D.1. Discovery Education computer program. Tests, quizzes exams, FCAT scores.		
Algebra Goal #3D: <i>To increase by 3% Nease High School students in the SWD subgroup making AYP in Algebra.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	“Pending state provided data”	“Pending state provided data”					
		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.	3E.1. Time and transportation for after-school tutoring:	3E.1. Hands-on measuring activities; 5 minute bell activity; estimation games; FCAT computer program; Discovery Education progress monitoring; guest speakers; after-school tutoring Buses provided 2 days per week for transportation issues	3E.1. Principal and Instructional Literacy coach.	3E.1. Baseline, mid-year and EOY assessments; Discovery Education progress monitoring.	3E.1. Discovery Education computer program. Tests, quizzes exams, FCAT scores.		
Algebra Goal #3E: <i>To increase the percentage of Nease High School students in the Economically Disadvantage subgroup making AYP by 3%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>"Pending state provided data"</i>	<i>"Pending state provided data"</i>					
		3E.2.	3E.2	3E.2.	3E.2.	3E.2.	
		3E.3	3E.3	3E.3	3E.3	3E.3	

End of Algebra EOC Goals

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Geometry End-of-Course Goals

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

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

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<p>1. Students scoring at Achievement Level 3 in Geometry.</p>	<p>1.1. Attendance. Time and transportation for after school tutoring.</p>	<p>1.1. Hands-on measuring activities; 5 minute bell activity; estimation games; FCAT computer program. Activity bus to facilitate transportation issues for after-school tutoring.</p>	<p>1.1. Principal and instructional literacy coach.</p>	<p>1.1. Baseline, mid-year and EOY assessment.</p>	<p>1.1. Tests, quizzes, exams and FCAT scores.</p>		
<p>Geometry Goal #1: <i>To increase the percentage of Nease High School students scoring at Achievement Level 3 in Geometry by 2%.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>NA</p>	<p>NA</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</p>	<p>2.1. Time and transportation for after school tutoring.</p>	<p>2.1. Hands-on measuring activities; 5 minute bell activity; estimation games; FCAT computer program. Activity bus to facilitate transportation issues for after-school tutoring. Encourage enrollment in advanced math courses.</p>	<p>2.1. Principal and instructional literacy coach.</p>	<p>2.1. Baseline, mid-year and EOY assessment.</p>	<p>2.1. Tests, quizzes, exams, AP and IB tests and FCAT scores.</p>		
<p>Geometry Goal #2: <i>To increase the percentage of Nease High School students scoring at or above Achievement Levels 4 or 5 in Geometry by 1%.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>NA</p>	<p>NA</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	
<p>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target</p>	<p>2011-2012</p>	<p>2012-2013</p>	<p>2013-2014</p>	<p>2014-2015</p>	<p>2015-2016</p>	<p>2016-2017</p>	
<p>3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>	<p>Baseline data 2010-2011 NA</p>						

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<p><u>Geometry Goal #3A:</u></p> <p>NA</p>							
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		
<p>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</p>	<p>3B.1. White: Black: Hispanic: Asian: American Indian: Time and transportation for after-school tutoring:</p>	<p>3B.1. Hands-on measuring activities; 5 minute bell activity; estimation games; FCAT computer program; Discovery Education progress monitoring; guest speakers; after-school tutoring Buses provided 2 days per week for transportation issues.</p>	<p>3B.1. Principal and Instructional Literacy coach.</p>	<p>3B.1. Baseline, mid-year and EOY assessments; Discovery Education progress monitoring.</p>	<p>3B.1. Discovery Education computer program. Tests, quizzes exams, FCAT scores.</p>		
<p><u>Geometry Goal #3B:</u> <i>To increase the percentage of students making AYP in Geometry by 3%.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	NA	NA					
	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	
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. Time and transportation for after-school tutoring.	3C.1. Hands-on measuring activities; 5 minute bell activity; estimation games; FCAT computer program; Discovery Education progress monitoring; guest speakers; after-school tutoring Buses provided 2 days per week for transportation issues.	3C.1. Principal and Instructional Literacy coach.	3C.1. Baseline, mid-year and EOY assessments; Discovery Education progress monitoring.	3C.1. Discovery Education computer program. Tests, quizzes exams, FCAT scores.		
Geometry Goal #3C: <i>To increase the percentage of ELL students at Nease High School making AYP by 3%</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	NA	NA					
		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. Time and transportation for after-school tutoring.	3D.1. Hands-on measuring activities; 5 minute bell activity; estimation games; FCAT computer program; Discovery Education progress monitoring; guest speakers; after-school tutoring Buses provided 2 days per week for transportation issues.	3D.1. Principal and Instructional Literacy coach.	3D.1. Baseline, mid-year and EOY assessments; Discovery Education progress monitoring.	3D.1. Discovery Education computer program. Tests, quizzes exams, FCAT scores.		
Geometry Goal #3D: <i>To increase by 3% Nease High School students in the SWD subgroup making AYP in Geometry.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	NA					

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		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.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		
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1. Time and transportation for after-school tutoring.	3E.1. Hands-on measuring activities; 5 minute bell activity; estimation games; FCAT computer program; Discovery Education progress monitoring; guest speakers; after-school tutoring Buses provided 2 days per week for transportation issues.	3E.1. Principal and Instructional Literacy coach.	3E.1. Baseline, mid-year and EOY assessments; Discovery Education progress monitoring.	3E.1. Discovery Education computer program. Tests, quizzes exams, FCAT scores.		
Geometry Goal #3E: <i>To increase the percentage of Nease High School students in the Economically Disadvantage subgroup making AYP by 3%.</i>	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
	NA	NA					
		3E.2.	3E.2	3E.2.	3E.2.	3E.2.	
		3E.3	3E.3	3E.3	3E.3	3E.3	

End of Geometry EOC Goals

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Mathematics 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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Math/Reading	All	Principal and ILC	School-Wide	Once per week	Progress monitoring once per month	Principal, AP, ILC

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)			

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Strategy	Description of Resources	Funding Source	Amount
Math Focus Calendar	Distributed to all staff at beginning of school year	NA	NA
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Smart Board, iPad	SAC Committee	SAC funds	Available amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
PLC	Monthly meetings to address math goals	NA	NA
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Mathematics Goals

Elementary and Middle School Science Goals

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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* When using percentages, include the number of students the percentage represents next to the percentage (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.		
<u>Science Goal #1a:</u> NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	NA					
		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.	

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		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	
1b. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		
Science Goal #1b: NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	NA					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.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		

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<p>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</p>	2a.1.	2a.1.	2a.1.	2a.1.	2a.1.		
<p><u>Science Goal #2a:</u> NA</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>NA</p>	<p>NA</p>					
		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
		2a.3	2a.3	2a.3	2a.3	2a.3	
<p>2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</p>	2b.1.	2b.1.	2.1.	2b.1.	2b.1.		

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Science Goal #2b: NA	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	NA	NA					
		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

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		

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<p>1. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.</p>	1.1.	1.1.	1.1.	1.1.	1.1.		
<p>Science Goal #1: NA</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>NA</p>	<p>NA</p>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
<p>Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p>2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</p>	2.1.	2.1.	2.1.	2.1.	2.1.		
<p>Science Goal #2: NA</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					
	<p>NA</p>	<p>NA</p>					
		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

Biology End-of-Course (EOC) Goals

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

<p>Biology EOC Goals</p>	<p>Problem-Solving Process to Increase Student Achievement</p>						
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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		
1. Students scoring at Achievement Level 3 in Biology.	1. Time and transportation for after school tutoring; Attendance issues	1. Hands-on experiments; more lab write-ups and analysis. Encourage enrollment in advanced courses. Buses provided 2 days per week for transportation issues.	1. Principal and Instructional Literacy Coach. Encourage enrollment in advanced courses.	1. Baseline, mid-year and EOY assessments.	1. Quizzes, Tests and EOC exams, FCAT scores.		
Biology Goal #1: <i>To increase the percentage of Nease High School students scoring at Achievement Level 3 in Biology by 2%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	NA					
		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		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Biology.</p>	<p>2.1. Time and transportation for after school tutoring;</p>	<p>2.1. Hands-on experiments; more lab write-ups and analysis. Buses provided 2 days per week for transportation issues. Encourage enrollment in advanced courses.</p>	<p>2.1. Principal and Instructional Literacy Coach. Encourage enrollment in advanced courses.</p>	<p>2.1. Baseline, mid-year and EOY assessments.</p>	<p>2.1. Quizzes, Tests and EOC exams, FCAT scores.</p>		
<p>Biology Goal #2: <i>To increase the percentage of Nease High School students scoring at or above Achievement Levels 4 or 5 in Biology by 1%.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>NA</p>	<p>NA</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	
		<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	<p>2.3</p>	

End of Biology EOC Goals

Science Professional Development

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

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
Focus Calendar	Distributed to all staff	NA	NA
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Gizmos Software	Purchase of Science Gizmos	SAC	
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
PLC meetings	PLC meet once per month to address Science goals and strategies	NA	NA
Subtotal:			
Other			

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Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents next to the percentage (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. Attendance; lack of time and transportation for after-school help.	1a.1. Classroom Journals and notebooks, graphic organizers; Cornell notes; bell activity prompts blogs Buses provided 2 days per week for transportation from after-school tutoring or help.	1a.1.Principal and Literacy coach	1a.1. Baseline, mid-year and EOY assessments.	1a.1. Quizzes, tests, exams, FCAT scores.		

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<p><u>Writing Goal #1a:</u> <i>To increase the percentage of Nease high school students achieving AYP (FCAT Level 3 or higher) in writing by 2%.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>90% (363)</p>	<p>92%</p>					
		<p>1a.2.</p>	<p>1a.2.</p>	<p>1a.2.</p>	<p>1a.2.</p>	<p>1a.2.</p>	
		<p>1a.3.</p>	<p>1a.3.</p>	<p>1a.3.</p>	<p>1a.3.</p>	<p>1a.3.</p>	
<p>1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</p>	<p>1b.1.</p>	<p>1b.1.</p>	<p>1b.1.</p>	<p>1b.1.</p>	<p>1b.1.</p>		
<p><u>Writing Goal #1b:</u> NA</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>NA</p>	<p>NA</p>					
		<p>1b.2.</p>	<p>1b.2.</p>	<p>1b.2.</p>	<p>1b.2.</p>	<p>1b.2.</p>	
		<p>1b.3.</p>	<p>1b.3.</p>	<p>1b.3.</p>	<p>1b.3.</p>	<p>1b.3.</p>	

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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
Reading/writing	All	Principal and ILC	School-wide	Once per week	Progress monitoring once per month	Principal, AP, ILC

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
FCAT writing practice	Strategies for each subject included in course materials	NA	NA
Subtotal:			

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Technology			
Strategy	Description of Resources	Funding Source	Amount
turnitin.com	Editing, writing software	AP Funds	
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
PLC	Monthly PLC meetings to address writing goals and strategies, turnitin.com	NA	NA
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Writing Goals

Civics End-of-Course (EOC) Goals

* 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		

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1. Students scoring at Achievement Level 3 in Civics.	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Civics Goal #1:</u> NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	NA	NA					
		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.		

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<u>Civics Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
NA							
	NA	NA					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

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

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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:			

End of Civics Goals

U.S. History End-of-Course (EOC) Goals

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

U.S. History EOC	Problem-					
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Goals	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 proficiency in U.S. History.	1.1. Attendance. Time and transportation for after school tutoring.	1.1. Hands-on measuring activities; 5 minute bell activity; estimation games; FCAT computer program. Activity bus to facilitate transportation issues for after-school tutoring.	1.1. Principal and instructional literacy coach.	1.1. Baseline, mid-year and EOY assessment.	1.1. Tests, quizzes, exams and FCAT scores.		
<u>U.S. History Goal #1:</u> <i>To increase the percentage of Nease High School students scoring at proficiency in U.S. History by 2%</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>NA</i>	<i>NA</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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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		
2. Students scoring above proficiency in U.S. History.	2.1. Time and transportation for after school tutoring.	2.1.Hands-on measuring activities; 5 minute bell activity; estimation games; FCAT computer program. Activity bus to facilitate transportation issues for after-school tutoring. Encourage enrollment in advanced math courses.	2.1. Principal and instructional literacy coach.	2.1. Baseline, mid-year and EOY assessment.	2.1. Tests, quizzes, exams, AP and IB tests and FCAT scores.		
<u>U.S. History Goal #2:</u> <i>To increase the percentage of Nease High School students scoring above proficiency in U.S. History by 1%.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>NA</i>	<i>NA</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

U.S. History Professional Development

Professional Development (PD) aligned with						
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Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
U.S. History Pacing	U.S. History	Principal, Dept. Chair, ILC	School-wide	Once per month	Progress monitoring once per month	Principal, ILC, & Dept. Chair

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			

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

End of U.S. History Goals

Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance	1.1. Lack of transportation/parental support.	1.1. Certificate for Perfect Attendance. Parental contact, Celebrate successes; build relationships. School bus routes available. Parent Alert!, Capturing Kids Hears, Link Crew, Teen Leadership.	1.1. Principal, Capturing Kids Hearts team.	1.1. Daily attendance data, class tardy lists.	1.1. eSchoolPlus Attendance and tardy data.		

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<p>Attendance Goal #1:</p> <p><i>To increase current attendance level of Nease high school by 1%</i></p> <p><i>To decrease the number of students at Nease High School with excessive absences (10 or more) by 3%.</i></p> <p><i>To decrease the number of students at Nease High School with excessive tardies (10 or more) by 3%.</i></p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	93%	94%					
	<p><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></p>					
	772	748					
	<p><u>2012 Current Number of Students with Excessive Tardies (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u></p>					
	325	315					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Capturing Kids Hearts	All	Principal and ILC	School-wide	Once per week	Progress monitoring once per month	Principal, AP, ILC

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
Capturing Kids Hearts	Strategies used in the classroom	NA	NA

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9 th Grade Academy, Link Crew	Teen Leadership classes	NA	NA
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Capturing Kids Hearts	Staff training/monthly discussion of CKH strategies	NA	NA
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Attendance Goals

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		

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<p>1. Suspension</p>	<p>1. Relationship building with students. 2. Teen Leadership classes. 3. Character Counts! Pillars reinforced in the classrooms.</p>	<p>1. Principal and Deans, Capturing Kids Hearts Team.</p>	<p>1.1. In-School and Out of school Suspension Data.</p>	<p>1.1. Suspension data.</p>	<p>1.1. eSchoolPlus.</p>		
<p>Suspension Goal #1: <i>To decrease the number of Nease High School students in In-School suspension by 3%.</i> <i>To decrease the number of Out of School Suspensions at Nease High School by 3%.</i> <i>To decrease the number of students in Out of School Suspension by 3%</i></p>	<p><u>2012 Total Number of In-School Suspensions</u></p>	<p><u>2013 Expected Number of In-School Suspensions</u></p>					
	<p>184</p>	<p>179</p>					
	<p><u>2012 Total Number of Students Suspended In-School</u></p>	<p><u>2013 Expected Number of Students Suspended In-School</u></p>					
	<p>128</p>	<p>124</p>					

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	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	111	108					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	89	86					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Capturing Kids Hearts	All	Principal and ILC	School-wide	Once per week	Suspension data monitoring	Principal, AP, ILC

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Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Capturing Kids Hearts	Teen Leadership Classes	NA	NA
9 th Grade Academy/Link Crew			
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Capturing Kids Hearts	Teacher Training	Operational budget	NA
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Suspension Goals

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	Problem-					
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Prevention Goal(s)	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 <u>Dropout Prevention Goal #1:</u> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	1.1. Transportation; lack of parental support. 2. Discipline issues.	1. Support for students with attendance and grade issues. 2. Extra help and tutoring for failing subjects. 3. Parental contacts. 4. Contact with Truancy team. 5. Building relationships with students.	1.1. Principal; Deans.	1.1. Student attendance, grades, discipline reports.	1.1. Student attendance, grades, discipline reports.		
<i>To decrease the percentage of Nease High School students who drop out of high school by .2%.</i> <i>To increase the percentage of Nease High School students who graduate by.2%</i>	2012 Current Dropout Rate: *	2013 Expected Dropout Rate: *					
	0.6%	0.4%					
	2012 Current Graduation Rate: *	2013 Expected Graduation Rate: *					
	93.6%	95.6%					
		1.2.	1.2.	1.2.	1.2.	1.2.	

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		I.3.	I.3.	I.3.	I.3.	I.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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
Reading/Capturing Kids Hearts	All	Principal and ILC	School-Wide	Once per week	Monthly monitoring of student grades/identify those in need of academic support	Principal, AP, ILC

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
Capturing Kids Hearts	Teacher Training	Operational Budget	NA
9 th Grade Academy/Link Crew			
Subtotal:			

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Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Parent contacts from staff			
Subtotal:			
Total:			

End of Dropout Prevention Goal(s)

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						
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	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 <u>Parent Involvement Goal #1:</u> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	1.1. Lack of time and transportation.	1.1. Faculty and staff will make a concerted effort to welcome parent volunteers. Help to make Open House welcoming. Utilize logs for each of our support groups.	1.1. Principal and Volunteer coordinator.	1.1. Volunteer hour records, Computer sign-in data.	1.1. Volunteer logs.		
<i>To increase the percentage of parent volunteer hours at Nease High School percentage by 3%.</i>	<u>2012 Current level of Parent Involvement.*</u>	<u>2013 Expected level of Parent Involvement.*</u>					
	5607 hours	5775 hours					
		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						

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

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
Open House/PTSO sign up	PTSO volunteers	PTSO	NA
Parent communication through eSchoolPlus, e-mail, and teacher Webpages	eSchoolPlus	NA	NA
<p style="text-align: right;">Subtotal:</p>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<p style="text-align: right;">Subtotal:</p>			
Professional Development			

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

End of Parent Involvement Goal(s)

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

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

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

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<p>STEM Goal #1:</p> <p><i>To increase the percentage of students who enroll in upper level STEM at Nease High School by 3%.</i></p> <p><u>2012 Current Level of Performance:*</u> 1450</p> <p><u>2013 Expected Level of Performance:*</u> 1493</p>	<p>1. Student perception, Student progression plan.</p>	<p>1.1. Increase the rigor through Focus Calendar, counseling students for upper level STEM classes, Science Fair program after school.</p>	<p>1.1. Principal, Literacy Coach, Counselors, Science Department Chair.</p>	<p>1.1. Student participation in upper level STEM at Nease.</p>	<p>1.1. Enrollment reports.</p>
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</p> <p>Please note that each Strategy does not require a professional development or PLC activity.</p>						
<p>PD Content /Topic and/or PLC Focus</p>	<p>Grade Level/ Subject</p>	<p>PD Facilitator and/or PLC Leader</p>	<p>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</p>	<p>Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</p>	<p>Strategy for Follow-up/Monitoring</p>	<p>Person or Position Responsible for Monitoring</p>
<p>PLC</p>	<p>All</p>	<p>Principal, Literacy Coach</p>	<p>Subject, school-wide</p>	<p>June 2013</p>	<p>Enrollment in upper level STEM classes</p>	<p>Principal, Registrar, Literacy Coach</p>

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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
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)

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

CTE 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
<p>CTE Goal #1:</p> <p><i>To increase the percentage of students who enroll in CTE at Nease High School by 3%.</i></p> <p><u>2012 Current Level of Performance:*</u> 25%(408)</p> <p><u>2013 Expected Level of Performance:*</u> 28%</p>	<p>1. Interest in Academies.</p>	<p>1.1. Create student interest in CTE at Nease High School through program (i.e. field trips, programs, speakers, etc.).</p>	<p>1.1. Principal and Career Academy Specialist.</p>	<p>1.1. Enrollment in CTE at Nease High School.</p>	<p>1.1. Enrollment in CTE.</p>
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
PLC	All	Principal, Career Academy Specialist	Subject, school-wide	June 2013	Enrollment in CTE classes	Principal, Registrar, Career Academy Specialist

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			

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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)

Additional Goal(s)

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

Character Counts	Problem-Solving Process to Increase Student						
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	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		

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<p>1. Additional Goal</p>	<p>1. 1.1. Character Counts awards; develop our own Character Counts! Committee to develop activities that address needs of high school students. Use WIRED to develop commercials representing our focus on Pillar per month. Character Counts! Certificates with small reward. Build relationships with students using Capturing Kids Hearts.</p>	<p>1.1. Principal and CKH team.</p>	<p>1.1. Certificates awarded, decreased number of behavior issues among students.</p>	<p>1.1. Needs Assessment survey.</p>	<p>1.1. Needs Assessment survey.</p>		
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Additional Goal #1: <i>To increase the percentage of parents that responded that the Character Counts! Program made a difference in the child's behavior by 2% as shown in the 2011-12 Needs Assessment survey results.</i>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	<i>NA</i>	<i>NA</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Additional Goals Professional Development

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

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
Character Counts! Pillars student awards	Certificates	NA	NA
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Capturing Kids Hearts	Teacher Training	Operational Budget	NA
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Total:			

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.			
Reading Budget			Total:
Mathematics Budget			Total:
Science Budget			Total:
Writing Budget			Total:
Attendance Budget			Total:
Suspension Budget			Total:
Dropout Prevention Budget			Total:
Parent Involvement Budget			Total:
Additional Goals			Total:
			Grand Total:

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.

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- Prepare the 2012-13 School Improvement Plan.
- Review SAC By-laws. Adjust as needed.
- Monthly meetings to be kept apprised of data relating to SIP goals.
- Conduct annual Needs Assessment Survey for parents, staff and students and Nease High School.
- Review teacher requests for funding as they relate to support of the School Improvement Plan.

Describe the projected use of SAC funds.	Amount
The projected use of SAC funds will be to support teacher initiatives in technology and reading in the classroom.	