FLORIDA DEPARTMENT OF EDUCATION

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

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

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Toussaint L'Ouverture High School for Arts & Social Justice	District Name: Palm Beach
Principal: Mandy Freedman	Superintendent: Bill Malone
SAC Chair: Adlet Similien	Date of School Board Approval: November 9, 2011

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.
School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

Administrators

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Chief Academic Officer (CAO)	Diane Allerdyce	Ph.D.	11	11	Diane Allerdyce holds a Doctorate Degree in English. TLHS utilizes the Florida State of Florida's Continuous Improvement Model to continue improving upon learning gains across the board.
Chief Operating Officer (COO)	Major Joseph M. Bernadel, US Army (Ret.)	M.Ed.	11	2	Major Bernadel holds a Bachelor Degree in Business Administration and has over 22-year s of military experience.

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Principal (P)	Mandy Freedman	M.Ed.	11	10	Mandy Freedman holds the M.Ed. in Educational Leadership with ESOL endorsement.
Assistant Principal (AP)	Walner Joseph	M.Ed.	10	2	Walner Joseph holds the M.Ed. in Varying Exceptionalities in ESOL and is also Certified to teach K-12 Foreign Language.

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Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
n/a					

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. TLHS will continue to employ proven strategies to ensure a strong teacher recruitment and retention policy.	CAO	Ongoing
2. Mentoring Opportunities for new teachers.	CAO	Ongoing
3.		
4.		

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
n/a	

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
16	0	25%	43.8%	6.3%	12.5%	31.3%	0.0%	0.0%	12.5%

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
n/a			

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Additional Requirements

***Coordination and Integration-*Title I Schools Only**

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

Title I, Part A Funds are used to support Instruction, Professional Development, and Family Involvement Trainings.
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity.
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other TLHS encourages student participation in the District Sponsored SES program, encourages family involvement for at home ongoing learning, makes tutoring opportunities available by appointment, and involves both parent and student in decision making processes of education goals both on an individual and school-wide basis.

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. Leadership team includes an administrator, instructional staff, and parents involved in the SAC committee.
Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The team works to facilitate RTI and formalize state/district-wide efforts to promote school wide practices that support student achievement in both academics and behavior.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? TLHS will use evidence-based practices to identify and ensure all students (including those who are disabled or considered exception or those who do not speak English as their first language) receive appropriate instruction and apply the principles of problem solving (PS)/RtI to all school wide academic and behavior efforts.
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. Implementation of the RtI model as a multi-tiered approach to providing high quality instruction and systematic use of assessment data to allocate resources efficiently in order to improve learning for all students.
Describe the plan to train staff on MTSS. TLHS uses resources provided by the FLDOE and the PBSCD to train its RtI support team.
Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). LLT will consist of an Administrator and Instructional Team Leaders.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). LLT will create and integrate literacy initiatives, programs, using student performance data.
What will be the major initiatives of the LLT this year? To ensure that all stakeholders support the work of the schools' LLT through a school-wide approach.

Public School Choice

- **Supplemental Educational Services (SES) Notification**
  Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

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Elementary Title I Schools Only: Pre-School Transition

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

n/a

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

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

LLT will review strategies and use data based on data assessments to improve upon goals.

High Schools Only

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

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

Create relevance-bearing lessons that guide and make connections to student between school and outside lives. School wide integrated themes across disciplines.

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?

Each student is personally engaged to select courses that align with his or her personal goals to promote meaningful course selections.

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.

TLHS provides postsecondary learning opportunities by providing courses that are challenging and prepatory, additional assistance in heritage language for those who do not speak English as their first language, remedial reading and writing instruction, workforce preparation for those who do not plan to attend college, as well as career resources and decision making to assist individuals selection process for their postsecondary transition.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1A: TLHS does not have a significant number of accountability students tested. Our population of predominately ELL students test at levels below grade level. However, our goal is that students will make individual learning gains of 20%.	2012 Current Level of Performance:* **2 %**	2013 Expected Level of Performance:* **86%**	1A.1. Our population of predominately ELL students test at levels below grade level.	1A.1. 100 Minute Blocks to allow intensive remedial instruction.	1A.1. CAO	1A.1. Assessment Based Data Comparison (FCAT, etc…)	1A.1. Assessment Based Data (FCAT, etc…)
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1B: TLHS does not have a significant number of accountability students tested. Our population of predominately ELL students test at levels below grade level. However, our goal is that students will make individual learning gains of 20%.	2012 Current Level of Performance:* n/a	2013 Expected Level of Performance:* 10%	1B.1. Our population of predominately ELL students test at levels below grade level	1B.1. 100 Minute Blocks to allow intensive remedial instruction.	1B.1. CAO	1B.1. Assessment Based Data Comparison (FCAT, etc…)	1B.1. Assessment Based Data (FCAT, etc…)
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. Our population of predominately ELL students test at levels below grade level.	2A.1. 100 Minute Blocks to allow intensive remedial instruction.	2A.1. CAO	2A.1. Assessment Based Data Comparison (FCAT, etc…)	2A.1. Assessment Based Data (FCAT, etc…)
Reading Goal #2A: TLHS does not have a significant number of accountability students tested. Our population of predominately ELL students test at levels below grade level. However, our goal is that students will make individual learning gains of 20%.	2012 Current Level of Performance:* 0	2013 Expected Level of Performance:* 5					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1. Our population of predominately ELL students test at levels below grade level.	2B.1. 100 Minute Blocks to allow intensive remedial instruction.	2B.1. CAO	2B.1. Assessment Based Data Comparison (FCAT, etc…)	2B.1. Assessment Based Data (FCAT, etc…)
Reading Goal #2B: TLHS does not have a significant number of accountability students tested. Our population of predominately ELL students test at levels below grade level. However, our goal is that students will make individual learning gains of 20%.	2012 Current Level of Performance:* 0	2013 Expected Level of Performance:* 5					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Our population of predominately ELL students test at levels below grade level.	3A.1. 100 Minute Blocks to allow intensive remedial instruction.	3A.1. CAO	3A.1. Assessment Based Data Comparison (FCAT, etc…)	3A.1. Assessment Based Data (FCAT, etc…)
Reading Goal #3A: TLHS does not have a significant number of accountability students tested. Our population of predominately ELL students test at levels below grade level. However, our goal is that students will make individual learning gains of 20%.	2012 Current Level of Performance:* 16	2013 Expected Level of Performance:* 25					
			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 reading.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Reading Goal #3B: n/a	2012 Current Level of Performance:* 0	2013 Expected Level of Performance:* 0					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. Our population of predominately ELL students test at levels below grade level.	4A.1. 100 Minute Blocks to allow intensive remedial instruction.	4A.1. CAO	4A.1. Assessment Based Data Comparison (FCAT, etc…)	4A.1. Assessment Based Data (FCAT, etc…)
Reading Goal #4: TLHS does not have a significant number of accountability students tested. Our population of predominately ELL students test at levels below grade level. However, our goal is that students will make individual learning gains of 20%.	2012 Current Level of Performance:* 86	2013 Expected Level of Performance:* 100					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	20	25	30	35	40	45
Reading Goal #5A: TLHS does not have a significant number of accountability students tested. Our population of predominately ELL students test at levels below grade level. However, our goal is that students will make individual learning gains of 20%.							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**		5B.1. Our population of predominately ELL students test at levels below grade level.	5B.1. 100 Minute Blocks to allow intensive remedial instruction.	5B.1. CAO	5B.1. Assessment Based Data Comparison (FCAT, etc…)	5B.1. Assessment Based Data (FCAT, etc…)	
Reading Goal #5B: TLHS does not have a significant number of accountability students tested. Our population of predominately ELL students test at levels below grade level. However, our goal is that students will make individual learning gains of 20%.	**2012 Current Level of Performance:*** White: 10 Black: 10 Hispanic: 10 Asian: n/a American Indian: n/a	**2013 Expected Level of Performance:*** White: 20 Black: 20 Hispanic: 20 Asian: n/a American Indian: n/a					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. Our population of predominately ELL students test at levels below grade level.	5C.1. 100 Minute Blocks to allow intensive remedial instruction.	5C.1. CAO	5C.1. Assessment Based Data Comparison (FCAT, etc…)	5C.1. Assessment Based Data (FCAT, etc…)
Reading Goal #5C: TLHS does not have a significant number of accountability students tested. Our population of predominately ELL students test at levels below grade level. However, our goal is that students will make individual learning gains of 20%.	2012 Current Level of Performance:* 5	2013 Expected Level of Performance:* 86					
			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. Our population of predominately ELL students test at levels below grade level.	5D.1. 100 Minute Blocks to allow intensive remedial instruction.	5D.1. CAO	5D.1. Assessment Based Data Comparison (FCAT, etc…)	5D.1. Assessment Based Data (FCAT, etc…)
Reading Goal #5D: TLHS does not have a significant number of accountability students tested. Our population of predominately ELL students test at levels below grade level. However, our goal is that students will make individual learning gains of 20%.	2012 Current Level of Performance:* 33	2013 Expected Level of Performance:* 80					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. Our population of predominately ELL students test at levels below grade level.	5E.1. 100 Minute Blocks to allow intensive remedial instruction.	5E.1. CAO	5E.1. Assessment Based Data Comparison (FCAT, etc…)	5E.1. Assessment Based Data (FCAT, etc…)
Reading Goal #5E: TLHS does not have a significant number of accountability students tested. Our population of predominately ELL students test at levels below grade level. However, our goal is that students will make individual learning gains of 20%.	2012 Current Level of Performance:* 24	2013 Expected Level of Performance:* 80					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STUDENT IMPROVEMENT	READING	TEAM LEADER	READING TEAM/SCHOOL-WIDE	EVERYOTHER WEDNESDAY AT TEAM MEETINGS	EVERYOTHER WEDNESDAY AT FACULTY MEETINGS	CAO/ PRINCIPAL
STUDENT IMPROVEMENT	MATH	TEAM LEADER	MATH TEAM/SCHOOL-WIDE	EVERYOTHER WEDNESDAY AT TEAM MEETINGS	EVERYOTHER WEDNESDAY AT FACULTY MEETINGS	CAO/ PRINCIPAL
STUDENT IMPROVEMENT	SCIENCE	TEAM LEADER	SCIENCE TEAM/SCHOOL-WIDE	EVERYOTHER WEDNESDAY AT TEAM MEETINGS	EVERYOTHER WEDNESDAY AT FACULTY MEETINGS	CAO/ PRINCIPAL
STUDENT IMPROVEMENT	SOCIAL SCIENCE	TEAM LEADER	SOCIAL SCIENCE TEAM/SCHOOL-WIDE	EVERYOTHER WEDNESDAY AT TEAM MEETINGS	EVERYOTHER WEDNESDAY AT FACULTY MEETINGS	CAO/ PRINCIPAL

August 2012
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Revised April 29, 2011

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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Training	Travel	6402-533600	350.22
Supplies	Materials	6402-551100	71.00
			Subtotal: $ 421.22
Other			
Strategy	Description of Resources	Funding Source	Amount
Instructional Support	Additional Instructional Support	5150-518400	376.78
			Subtotal: 376.78
			Total: 798.00

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking. CELLA Goal #1: TLHS does not have a significant number of accountability students tested. Our population of predominately ELL students test at levels below grade level. However, our goal is that students will make individual learning gains of 20%.	2012 Current Percent of Students Proficient in Listening/Speaking:	1.1. Our population is predominately ELL students who test at low levels of proficiency in listening/speaking.	1.1. Assistance in heritage language as well as 100 minute blocks of instruction.	1.1. CAO	1.1. Assessment based data comparison (CELLA)	1.1. Assessment based data (CELLA)
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading. CELLA Goal #2: TLHS does not have a significant number of accountability students tested. Our population of predominately ELL students test at levels below grade level. However, our goal is that students will make individual learning gains of 20%.	2012 Current Percent of Students Proficient in Reading: .	2.1. Our population is predominately ELL students who test at low levels of proficiency in listening/speaking.	2.1. Assistance in heritage language as well as 100 minute blocks of instruction.	2.1. CAO	2.1. Assessment based data comparison (CELLA)	2.1. Assessment based data (CELLA)
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing. CELLA Goal #3: TLHS does not have a significant number of accountability students tested. Our population of predominately ELL students test at levels below grade level. However, our goal is that students will make individual learning gains of 20%.	2012 Current Percent of Students Proficient in Writing :	2.1. Our population is predominately ELL students who test at low levels of proficiency in listening/speaking.	2.1. Assistance in heritage language as well as 100 minute blocks of instruction.	2.1. CAO	2.1. Assessment based data comparison (CELLA)	2.1. Assessment based data (CELLA)
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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Florida Alternate Assessment High School Mathematics Goals

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

High School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1: TLHS does not have a significant number of accountability students tested. Our population of predominately ELL students test at levels below grade level. However, our goal is that students will make individual learning gains of 20%.	2012 Current Level of Performance:* 	2013 Expected Level of Performance:* 	1.1 Our population of predominately ELL students test at levels below grade level.	1.1 100 Minute Blocks to allow intensive remedial instruction.	1.1 CAO	1.1 Assessment Based Data Comparison (FCAT, etc…)	1.1 Assessment Based Data (FCAT, etc…)
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2: TLHS does not have a significant number of accountability students tested. Our population of predominately ELL students test at levels below grade level. However, our	2012 Current Level of Performance:* 	2013 Expected Level of Performance:* 	2.1 Our population of predominately ELL students test at levels below grade level.	2.1 100 Minute Blocks to allow intensive remedial instruction.	2.1 CAO	2.1 Assessment Based Data Comparison (FCAT, etc…)	2.1 Assessment Based Data (FCAT, etc…)
			2.2.	2.2.	2.2.	2.2.	2.2.

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goal is that students will make individual learning gains of 20%.		2.3.	2.3.	2.3.	2.3.	2.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3.1 Our population of predominately ELL students test at levels below grade level.	3.1 100 Minute Blocks to allow intensive remedial instruction.	3.1 CAO	3.1 Assessment Based Data Comparison (FCAT, etc…)	3.1 Assessment Based Data (FCAT, etc…)
Mathematics Goal #3: TLHS does not have a significant number of accountability students tested. Our population of predominately ELL students test at levels below grade level. However, our goal is that students will make individual learning gains of 20%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.

End of Florida Alternate Assessment High School Mathematics Goals

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

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra 1. Algebra 1 Goal #1: TLHS does not have a significant number of accountability students tested. Our population of predominately ELL students test at levels below grade level. However, our goal is that students will make individual learning gains of 20%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	1.1 Our population of predominately ELL students test at levels below grade level.	1.1 100 Minute Blocks to allow intensive remedial instruction.	1.1 CAO	1.1 Assessment Based Data Comparison (FCAT, etc…)	1.1 Assessment Based Data (FCAT, etc…)
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1. Algebra Goal #2: TLHS does not have a significant number of accountability students tested. Our population of predominately ELL students test at levels below grade level. However, our goal is that students will make individual learning gains of 20%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	2.1 Our population of predominately ELL students test at levels below grade level.	2.1 100 Minute Blocks to allow intensive remedial instruction.	2.1 CAO	2.1 Assessment Based Data Comparison (FCAT, etc…)	2.1 Assessment Based Data (FCAT, etc…)
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011	**20**	**25**	**30**	**35**	**40**	**45**
Algebra 1 Goal #3A: TLHS does not have a significant number of accountability students tested. Our population of predominately ELL students test at levels below grade level. However, our goal is that students will make individual learning gains of 20%.							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra 1.**		3B.1 Our population of predominately ELL students test at levels below grade level.	3B.1 100 Minute Blocks to allow intensive remedial instruction.	3B.1 CAO	3B.1 Assessment Based Data Comparison (FCAT, etc…)	3B.1 Assessment Based Data (FCAT, etc…)	
Algebra 1 Goal #3B: TLHS does not have a significant number of accountability students tested. Our population of predominately ELL students test at levels below grade level. However, our goal is that students will make individual learning gains of 20%.	2012 Current Level of Performance:* White: 10 Black: 10 Hispanic: 10 Asian: n/a American Indian: n/a	2013 Expected Level of Performance:* White: 20 Black: 20 Hispanic: 20 Asian: n/a American Indian: n/a					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.			3C.1 Our population of predominately ELL students test at levels below grade level.	3C.1 100 Minute Blocks to allow intensive remedial instruction.	3C.1 CAO	3C.1 Assessment Based Data Comparison (FCAT, etc…)	3C.1 Assessment Based Data (FCAT, etc…)
Algebra 1 Goal #3C: TLHS does not have a significant number of accountability students tested. Our population of predominately ELL students test at levels below grade level. However, our goal is that students will make individual learning gains of 20%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.			3D.1 Our population of predominately ELL students test at levels below grade level.	3D.1 100 Minute Blocks to allow intensive remedial instruction.	3D.1 CAO	3D.1 Assessment Based Data Comparison (FCAT, etc…)	3D.1 Assessment Based Data (FCAT, etc…)
Algebra 1 Goal #3D: TLHS does not have a significant number of accountability students tested. Our population of predominately ELL students test at levels below grade level. However, our goal is that students will make individual learning gains of 20%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1. Algebra 1 Goal #3E: TLHS does not have a significant number of accountability students tested. Our population of predominately ELL students test at levels below grade level. However, our goal is that students will make individual learning gains of 20%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	3E.1 Our population of predominately ELL students test at levels below grade level.	3E.1 100 Minute Blocks to allow intensive remedial instruction.	3E.1 CAO	3E.1 Assessment Based Data Comparison (FCAT, etc…)	3E.1 Assessment Based Data (FCAT, etc…)
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Algebra 1 EOC Goals

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

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

Geometry 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry 1. **Geometry** <u>1 Goal #1:</u> TLHS does not have a significant number of accountability students tested. Our population of predominately ELL students test at levels below grade level. However, our goal is that students will make individual learning gains of 20%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	1.1 Our population of predominately ELL students test at levels below grade level.	1.1 100 Minute Blocks to allow intensive remedial instruction.	1.1 CAO	1.1 Assessment Based Data Comparison (FCAT, etc…)	1.1 Assessment Based Data (FCAT, etc…)
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry 1. **Geometry** <u>Goal #2:</u> TLHS does not have a significant number of accountability students tested. Our population of predominately ELL students test at levels below grade level. However, our goal is that students will make individual learning gains of 20%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	2.1 Our population of predominately ELL students test at levels below grade level.	2.1 100 Minute Blocks to allow intensive remedial instruction.	2.1 CAO	2.1 Assessment Based Data Comparison (FCAT, etc…)	2.1 Assessment Based Data (FCAT, etc…)
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011	**20**	**25**	**30**	**35**	**40**	**45**

Geometry 1 Goal #3A:

TLHS does not have a significant number of accountability students tested. Our population of predominately ELL students test at levels below grade level. However, our goal is that students will make individual learning gains of 20%.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry 1.**		3B.1 Our population of predominately ELL students test at levels below grade level.	3B.1 100 Minute Blocks to allow intensive remedial instruction.	3B.1 CAO	3B.1 Assessment Based Data Comparison (FCAT, etc…)	3B.1 Assessment Based Data (FCAT, etc…)	
Geometry 1 Goal #3B: TLHS does not have a significant number of accountability students tested. Our population of predominately ELL students test at levels below grade level. However, our goal is that students will make individual learning gains of 20%.	2012 Current Level of Performance:* White: 10 Black: 10 Hispanic: 10 Asian: n/a American Indian: n/a	2013 Expected Level of Performance:* White: 20 Black: 20 Hispanic: 20 Asian: n/a American Indian: n/a					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Geometry 1.			3C.1 Our population of predominately ELL students test at levels below grade level.	3C.1 100 Minute Blocks to allow intensive remedial instruction.	3C.1 CAO	3C.1 Assessment Based Data Comparison (FCAT, etc…)	3C.1 Assessment Based Data (FCAT, etc…)
Geometry 1 Goal #3C: TLHS does not have a significant number of accountability students tested. Our population of predominately ELL students test at levels below grade level. However, our goal is that students will make individual learning gains of 20%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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 1.			3D.1 Our population of predominately ELL students test at levels below grade level.	3D.1 100 Minute Blocks to allow intensive remedial instruction.	3D.1 CAO	3D.1 Assessment Based Data Comparison (FCAT, etc…)	3D.1 Assessment Based Data (FCAT, etc…)
Geometry 1 Goal #3D: TLHS does not have a significant number of accountability students tested. Our population of predominately ELL students test at levels below grade level. However, our goal is that students will make individual learning gains of 20%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Geometry 1. **Geometry** 1 Goal #3E: TLHS does not have a significant number of accountability students tested. Our population of predominately ELL students test at levels below grade level. However, our goal is that students will make individual learning gains of 20%.			3E.1 Our population of predominately ELL students test at levels below grade level.	3E.1 100 Minute Blocks to allow intensive remedial instruction.	3E.1 CAO	3E.1 Assessment Based Data Comparison (FCAT, etc…)	3E.1 Assessment Based Data (FCAT, etc…)
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STUDENT IMPROVEMENT	READING	TEAM LEADER	READING TEAM/SCHOOL-WIDE	EVERYOTHER WEDNESDAY AT TEAM MEETINGS	EVERYOTHER WEDNESDAY AT FACULTY MEETINGS	CAO/ PRINCIPAL
STUDENT IMPROVEMENT	MATH	TEAM LEADER	MATH TEAM/SCHOOL-WIDE	EVERYOTHER WEDNESDAY AT TEAM MEETINGS	EVERYOTHER WEDNESDAY AT FACULTY MEETINGS	CAO/ PRINCIPAL
STUDENT IMPROVEMENT	SCIENCE	TEAM LEADER	SCIENCE TEAM/SCHOOL-WIDE	EVERYOTHER WEDNESDAY AT TEAM MEETINGS	EVERYOTHER WEDNESDAY AT FACULTY MEETINGS	CAO/ PRINCIPAL
STUDENT IMPROVEMENT	SOCIAL SCIENCE	TEAM LEADER	SOCIAL SCIENCE TEAM/SCHOOL-WIDE	EVERYOTHER WEDNESDAY AT TEAM MEETINGS	EVERYOTHER WEDNESDAY AT FACULTY MEETINGS	CAO/ PRINCIPAL

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<u>Mathematics Budget</u> (Insert rows as needed)

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

End of Mathematics Goals

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Florida Alternate Assessment High School Science Goals

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

High School Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1: TLHS does not have a significant number of accountability students tested. Our population of predominately ELL students test at levels below grade level. However, our goal is that students will make individual learning gains of 20%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	1.1 Our population of predominately ELL students test at levels below grade level.	1.1 100 Minute Blocks to allow intensive remedial instruction.	1.1 CAO	1.1 Assessment Based Data Comparison (FCAT, etc…)	1.1 Assessment Based Data (FCAT, etc…)
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2: TLHS does not have a significant number of accountability students tested. Our population of predominately ELL students test at levels below grade level. However, our goal is that students will make individual learning gains of 20%.	2012 Current Level of Performance:*	2013Expected Level of Performance:*	2.1 Our population of predominately ELL students test at levels below grade level.	2.1 100 Minute Blocks to allow intensive remedial instruction.	2.1 CAO	2.1 Assessment Based Data Comparison (FCAT, etc…)	2.1 Assessment Based Data (FCAT, etc…)
			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 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Biology I EOC)*

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

Biology 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology 1. Biology 1 Goal #1: TLHS does not have a significant number of accountability students tested. Our population of predominately ELL students test at levels below grade level. However, our goal is that students will make individual learning gains of 20%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	1.1 Our population of predominately ELL students test at levels below grade level.	1.1 100 Minute Blocks to allow intensive remedial instruction.	1.1 CAO	1.1 Assessment Based Data Comparison (FCAT, etc…)	1.1 Assessment Based Data (FCAT, etc…)
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1. Biology 1 Goal #2: TLHS does not have a significant number of accountability students tested. Our population of predominately ELL	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	2.1 Our population of predominately ELL students test at levels below grade level.	2.1 100 Minute Blocks to allow intensive remedial instruction.	2.1 CAO	2.1 Assessment Based Data Comparison (FCAT, etc…)	2.1 Assessment Based Data (FCAT, etc…)

students test at levels below grade level. However, our goal is that students will make individual learning gains of 20%. *Enter narrative for the goal in this box.*		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

End of Biology 1 EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STUDENT IMPROVEMENT	READING	TEAM LEADER	READING TEAM/SCHOOL-WIDE	EVERYOTHER WEDNESDAY AT TEAM MEETINGS	EVERYOTHER WEDNESDAY AT FACULTY MEETINGS	CAO/ PRINCIPAL
STUDENT IMPROVEMENT	MATH	TEAM LEADER	MATH TEAM/SCHOOL-WIDE	EVERYOTHER WEDNESDAY AT TEAM MEETINGS	EVERYOTHER WEDNESDAY AT FACULTY MEETINGS	CAO/ PRINCIPAL
STUDENT IMPROVEMENT	SCIENCE	TEAM LEADER	SCIENCE TEAM/SCHOOL-WIDE	EVERYOTHER WEDNESDAY AT TEAM MEETINGS	EVERYOTHER WEDNESDAY AT FACULTY MEETINGS	CAO/ PRINCIPAL
STUDENT IMPROVEMENT	SOCIAL SCIENCE	TEAM LEADER	SOCIAL SCIENCE TEAM/SCHOOL-WIDE	EVERYOTHER WEDNESDAY AT TEAM MEETINGS	EVERYOTHER WEDNESDAY AT FACULTY MEETINGS	CAO/ PRINCIPAL

Science Budget (Insert rows as needed)

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

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	Total:

End of Science Goals

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Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1A: TLHS does not have a significant number of accountability students tested. Our population of predominately ELL students test at levels below grade level. However, our goal is that students will make individual learning gains of 20%.	1.A1 Our population of predominately ELL students test at levels below grade level.	1.A1 100 Minute Blocks to allow intensive remedial instruction.	1.A1 CAO	1.A1 Assessment Based Data Comparison (FCAT, etc…)	1.A1 Assessment Based Data (FCAT, etc…)
2012 Current Level of Performance:* / 2013 Expected Level of Performance:*	1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
	1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1B: TLHS does not have a significant number of accountability students tested. Our population of predominately ELL students test at levels below grade level. However, our goal is that students will make individual learning gains of 20%.	1.B1 Our population of predominately ELL students test at levels below grade level.	1.B1 100 Minute Blocks to allow intensive remedial instruction.	1.B1 CAO	1.B1 Assessment Based Data Comparison (FCAT, etc…)	1.B1 Assessment Based Data (FCAT, etc…)
2012 Current Level of Performance:* / 2013 Expected Level of Performance:*	1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
	1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STUDENT IMPROVEMENT	READING	TEAM LEADER	READING TEAM/SCHOOL-WIDE	EVERYOTHER WEDNESDAY AT TEAM MEETINGS	EVERYOTHER WEDNESDAY AT FACULTY MEETINGS	CAO/ PRINCIPAL
STUDENT IMPROVEMENT	MATH	TEAM LEADER	MATH TEAM/SCHOOL-WIDE	EVERYOTHER WEDNESDAY AT TEAM MEETINGS	EVERYOTHER WEDNESDAY AT FACULTY MEETINGS	CAO/ PRINCIPAL
STUDENT IMPROVEMENT	SCIENCE	TEAM LEADER	SCIENCE TEAM/SCHOOL-WIDE	EVERYOTHER WEDNESDAY AT TEAM MEETINGS	EVERYOTHER WEDNESDAY AT FACULTY MEETINGS	CAO/ PRINCIPAL
STUDENT IMPROVEMENT	SOCIAL SCIENCE	TEAM LEADER	SOCIAL SCIENCE TEAM/SCHOOL-WIDE	EVERYOTHER WEDNESDAY AT TEAM MEETINGS	EVERYOTHER WEDNESDAY AT FACULTY MEETINGS	CAO/ PRINCIPAL

Writing Budget (Insert rows as needed)

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

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

	Subtotal:
	Total:

End of Writing Goals

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

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

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in U.S. History.			1.1 Our population of predominately ELL students test at levels below grade level.	1.1 100 Minute Blocks to allow intensive remedial instruction.	1.1 CAO	1.1 Assessment Based Data Comparison (FCAT, etc…)	1.1 Assessment Based Data (FCAT, etc…)
U.S. History Goal #1: TLHS does not have a significant number of accountability students tested. Our population of predominately ELL students test at levels below grade level. However, our goal is that students will make individual learning gains of 20%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1 Our population of predominately ELL students test at levels below grade level.	2.1 100 Minute Blocks to allow intensive remedial instruction.	2.1 CAO	2.1 Assessment Based Data Comparison (FCAT, etc…)	2.1 Assessment Based Data (FCAT, etc…)
U.S. History Goal #2: TLHS does not have a significant number of accountability students tested. Our population of predominately ELL students test at levels below grade level. However, our goal is that students will make individual learning gains of 20%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

U.S. History Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STUDENT IMPROVEMENT	READING	TEAM LEADER	READING TEAM/SCHOOL-WIDE	EVERYOTHER WEDNESDAY AT TEAM MEETINGS	EVERYOTHER WEDNESDAY AT FACULTY MEETINGS	CAO/ PRINCIPAL
STUDENT IMPROVEMENT	MATH	TEAM LEADER	MATH TEAM/SCHOOL-WIDE	EVERYOTHER WEDNESDAY AT TEAM MEETINGS	EVERYOTHER WEDNESDAY AT FACULTY MEETINGS	CAO/ PRINCIPAL
STUDENT IMPROVEMENT	SCIENCE	TEAM LEADER	SCIENCE TEAM/SCHOOL-WIDE	EVERYOTHER WEDNESDAY AT TEAM MEETINGS	EVERYOTHER WEDNESDAY AT FACULTY MEETINGS	CAO/ PRINCIPAL
STUDENT IMPROVEMENT	SOCIAL SCIENCE	TEAM LEADER	SOCIAL SCIENCE TEAM/SCHOOL-WIDE	EVERYOTHER WEDNESDAY AT TEAM MEETINGS	EVERYOTHER WEDNESDAY AT FACULTY MEETINGS	CAO/ PRINCIPAL

U.S. History Budget (Insert rows as needed)

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

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	Total:

End of U.S. History Goals

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

Attendance Goal(s)

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

Attendance Goal(s)		Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance Attendance Goal #1: Our goal is to have a 90% attendance rate.		1.1. Our population of student is predominately between the ages of 18-21 and most of these students hold full time jobs after school. The barrier for these students in attendance is the balance between school and home.	1.1. We work with students on an individual basis to identify barriers that may cause him or her to be absent and/or tardy and work with that student and their parent to make a plan to ensure at least 90% attendance rates.	1.1. CAO	1.1. Follow-up with student/parent	1.1. Attendance recording system. Engrade Reports
	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*				
	85	90				
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
	10	10				
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
	30	30				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STUDENT IMPROVEMENT	READING	TEAM LEADER	READING TEAM/SCHOOL-WIDE	EVERYOTHER WEDNESDAY AT TEAM MEETINGS	EVERYOTHER WEDNESDAY AT FACULTY MEETINGS	CAO/ PRINCIPAL
STUDENT IMPROVEMENT	MATH	TEAM LEADER	MATH TEAM/SCHOOL-WIDE	EVERYOTHER WEDNESDAY AT TEAM MEETINGS	EVERYOTHER WEDNESDAY AT FACULTY MEETINGS	CAO/ PRINCIPAL
STUDENT IMPROVEMENT	SCIENCE	TEAM LEADER	SCIENCE TEAM/SCHOOL-WIDE	EVERYOTHER WEDNESDAY AT TEAM MEETINGS	EVERYOTHER WEDNESDAY AT FACULTY MEETINGS	CAO/ PRINCIPAL
STUDENT IMPROVEMENT	SOCIAL SCIENCE	TEAM LEADER	SOCIAL SCIENCE TEAM/SCHOOL-WIDE	EVERYOTHER WEDNESDAY AT TEAM MEETINGS	EVERYOTHER WEDNESDAY AT FACULTY MEETINGS	CAO/ PRINCIPAL

Attendance Budget (Insert rows as needed)

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

	Subtotal:
	Total:

End of Attendance Goals

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

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension <u>Suspension Goal #1:</u> Our goal is to use suspension as a last resort.	2012 Total Number of In –School Suspensions 5 2012 Total Number of Students Suspended In-School 5 2012 Total Number of Out-of-School Suspensions 5 2012 Total Number of Students Suspended Out- of- School 5	2013 Expected Number of In- School Suspensions 5 2013 Expected Number of Students Suspended In -School 5 2013 Expected Number of Out-of-School Suspensions 5 2013 Expected Number of Students Suspended Out- of-School 5	1.1. Though we make every effort to use suspension as a last resort, we will determine the need if necessary.	1.1. We will work with students, parents, and staff to mediate and discuss concerns and attempt all possible outlets to come up with a strategy to keep a student in school and to only suspend a student when absolutely necessary.	1.1. CAO	1.1. Follow-up	1.1. Follow-up
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STUDENT IMPROVEMENT	READING	TEAM LEADER	READING TEAM/SCHOOL-WIDE	EVERYOTHER WEDNESDAY AT TEAM MEETINGS	EVERYOTHER WEDNESDAY AT FACULTY MEETINGS	CAO/ PRINCIPAL
STUDENT IMPROVEMENT	MATH	TEAM LEADER	MATH TEAM/SCHOOL-WIDE	EVERYOTHER WEDNESDAY AT TEAM MEETINGS	EVERYOTHER WEDNESDAY AT FACULTY MEETINGS	CAO/ PRINCIPAL
STUDENT IMPROVEMENT	SCIENCE	TEAM LEADER	SCIENCE TEAM/SCHOOL-WIDE	EVERYOTHER WEDNESDAY AT TEAM MEETINGS	EVERYOTHER WEDNESDAY AT FACULTY MEETINGS	CAO/ PRINCIPAL
STUDENT IMPROVEMENT	SOCIAL SCIENCE	TEAM LEADER	SOCIAL SCIENCE TEAM/SCHOOL-WIDE	EVERYOTHER WEDNESDAY AT TEAM MEETINGS	EVERYOTHER WEDNESDAY AT FACULTY MEETINGS	CAO/ PRINCIPAL

Suspension Budget (Insert rows as needed)

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

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Revised April 29, 2011

	Total:

End of Suspension Goals

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

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention Dropout Prevention Goal #1: Our current drop our rate is predominately due to students aging out of our program. Our goal is to graduate students prior to aging out of our program and to those who drop out for other reasons to mediate and work with those to keep them from leaving our program. *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*			1.1. Our current drop our rate is predominately due to students aging out of our program. Our goal is to graduate students prior to aging out of our program and to those who drop out for other reasons to mediate and work with those to keep them from leaving our program.	1.1. We will work with students, parents, and staff to mediate and discuss concerns and attempt all possible outlets to come up with a strategy to keep a student in school.	1.1. CAO	1.1. Mentoring and Follow-up	1.1. Follow-up
	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	20	20					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*	1.2.	1.2.	1.2.	1.2.	1.2.
	50	50	1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STUDENT IMPROVEMENT	READING	TEAM LEADER	READING TEAM/SCHOOL-WIDE	EVERYOTHER WEDNESDAY AT TEAM MEETINGS	EVERYOTHER WEDNESDAY AT FACULTY MEETINGS	CAO/ PRINCIPAL

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STUDENT IMPROVEMENT	MATH	TEAM LEADER	MATH TEAM/SCHOOL-WIDE	EVERYOTHER WEDNESDAY AT TEAM MEETINGS	EVERYOTHER WEDNESDAY AT FACULTY MEETINGS	CAO/ PRINCIPAL
STUDENT IMPROVEMENT	SCIENCE	TEAM LEADER	SCIENCE TEAM/SCHOOL-WIDE	EVERYOTHER WEDNESDAY AT TEAM MEETINGS	EVERYOTHER WEDNESDAY AT FACULTY MEETINGS	CAO/ PRINCIPAL
STUDENT IMPROVEMENT	SOCIAL SCIENCE	TEAM LEADER	SOCIAL SCIENCE TEAM/SCHOOL-WIDE	EVERYOTHER WEDNESDAY AT TEAM MEETINGS	EVERYOTHER WEDNESDAY AT FACULTY MEETINGS	CAO/ PRINCIPAL

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

Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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

Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.
Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: Our goal is to have as many parents involved in their students' education as possible. *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	2012 Current Level of Parent Involvement:* 60	2013 Expected Level of Parent Involvement:* 60	1.1. Many of our students are without parents and live with extended family, friends of family, or by themselves.	1.1. We work with every student to strategize a plan to get someone who they are involved with involved in their education. Whether that person is a friend or family member or parent.	1.1. CAO	1.1. Follow-up	1.1. Follow-up
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STUDENT IMPROVEMENT	READING	TEAM LEADER	READING TEAM/SCHOOL-WIDE	EVERYOTHER WEDNESDAY AT TEAM MEETINGS	EVERYOTHER WEDNESDAY AT FACULTY MEETINGS	CAO/ PRINCIPAL
STUDENT IMPROVEMENT	MATH	TEAM LEADER	MATH TEAM/SCHOOL-WIDE	EVERYOTHER WEDNESDAY AT TEAM MEETINGS	EVERYOTHER WEDNESDAY AT FACULTY MEETINGS	CAO/ PRINCIPAL
STUDENT IMPROVEMENT	SCIENCE	TEAM LEADER	SCIENCE TEAM/SCHOOL-WIDE	EVERYOTHER WEDNESDAY AT TEAM MEETINGS	EVERYOTHER WEDNESDAY AT FACULTY MEETINGS	CAO/ PRINCIPAL
STUDENT IMPROVEMENT	SOCIAL SCIENCE	TEAM LEADER	SOCIAL SCIENCE TEAM/SCHOOL-WIDE	EVERYOTHER WEDNESDAY AT TEAM MEETINGS	EVERYOTHER WEDNESDAY AT FACULTY MEETINGS	CAO/ PRINCIPAL

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Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Training	Supplies	6152-551100	250.00
Awareness	Postage & Freight for Information Flyers	6152-537100	250.00
			Subtotal: $500.00
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: *Enter narrative for the goal in this box.*	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

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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)

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

Career and Technical Education (CTE) Goal(s)

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
CTE Goal #1: *Enter narrative for the goal in this box.*	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

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CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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

Additional Goal(s)

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

<table>
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<th colspan="3">Additional Goal(s)</th>
<th colspan="5">Problem-Solving Process to Increase Student Achievement</th>
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<th colspan="3">Based on the analysis of school data, identify and define areas in need of improvement:</th>
<th>Anticipated Barrier</th>
<th>Strategy</th>
<th>Person or Position Responsible for Monitoring</th>
<th>Process Used to Determine Effectiveness of Strategy</th>
<th>Evaluation Tool</th>
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Enter narrative for the goal in this box.</td>
<td>2012 Current Level :*

Enter numerical data for current goal in this box.</td>
<td>2013 Expected Level :*

Enter numerical data for expected goal in this box.</td>
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Additional Goals Professional Development

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<th colspan="6">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.</th>
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<th>PD Content /Topic and/or PLC Focus</th>
<th>Grade Level/Subject</th>
<th>PD Facilitator and/or PLC Leader</th>
<th>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</th>
<th>Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</th>
<th>Strategy for Follow-up/Monitoring</th>
<th>Person or Position Responsible for Monitoring</th>
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Additional Goal(s) Budget (Insert rows as needed)

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

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total: 798.00
CELLA Budget	
	Total:
Mathematics Budget	
	Total:
Science Budget	
	Total:
Writing Budget	
	Total:
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total: $500.00
STEM Budget	
	Total:
CTE Budget	
	Total:
Additional Goals	
	Total:
	Grand Total: $1298.00

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

Differentiated Accountability

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

School Differentiated Accountability Status			
☐Priority	☐Focus	☐Prevent	X☐N/A

Are you reward school? ☐Yes   X☐No
(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

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

School Advisory Council (SAC)

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

X☐ 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.
SAC meetings are held to discuss areas of improvement and to try to create a school-wide improvement plan that will facilitate improvement across the board.

Describe the projected use of SAC funds.	Amount