

Florida Department of Education

DRAFT School Improvement Plan (SIP)

Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Dolphin Park High School	District Name: Broward County
Principal: Carlos R. Flores	Superintendent: Robert Runcie
SAC Chair: Nykeah Cohen	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
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Principal	Carlos R. Flores	<p>BS in Business Administration 1985</p> <p>MA in Math education 1992</p> <p>Certificate in Educational Leadership 2001</p> <p>Certification-Math 5-9 & Ed Leadership (All levels)</p>	1	10	<p>Mr. Flores comes to us from Dillard HS. The 3 years that he was there they improved to a C and 2 B's. He also worked at Cypress Bay HS where they earned A's every year except 2009 where they earned a B. Both schools made tremendous learning gains in reading and in math.</p>
Assistant Principal	Tandi Tucker	<p>Bachelor of Science in Biology, 1999</p> <p>Master of Education, Biology Education 2001</p> <p>Certificate in Educational Leadership, 2003</p> <p>Certificate in Guidance and School Counseling 2006</p>	1	2	<p>Ms. Tucker, Assistant Principal was an Assistant Principal at Mavericks High School during the 2011-2012 school-year. She has 8 years teaching experience on the secondary level and served 5 years as a Guidance Counselor.</p>

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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Phillina Cartwright-Harding	BS, in Psychology MA, Educational Leadership/ Certification in Physical Education, Endorsed in Reading	1	1	

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
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<ol style="list-style-type: none">1. Offer competitive salary, benefits, and incentive packages.2. Partner with local universities to recruit Education majors.3. Develop a mentoring program that will allow new and veteran teachers to shadow and share best practices.4. Host staff meetings with staff to review data, get feedback on implemented interventions, develop new strategies according to data presented. Select different teachers to host meetings and drive conversations based on their expertise/niche.5. Recognition of staff based on performance and learning gains6. Provide a safe, clean environment conducive to student learning and success.	Principal/All Staff	On going
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Non-Highly Effective Instructors

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

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
1 - Nykeah Cohen	Ms. Cohen has submitted all necessary paperwork to the Florida State Department of Education.

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
8	0% (0)	75% (6)	25% (2)	0% (0)	37.5% (3)	87.5% (7)	12.5% (1)	0% (0)	12.5% (1)

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
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Phillina Cartwright-Harding	Rochelle Williams Caridad Ramos	The two mentees are new to Dolphin Park. Mrs. Cartwright-Harding has been with the company for two years and has strong leadership skills. She is flexible and knowledgeable to serve as a mentor.	"Teacher Talk" meetings (bi-weekly), portfolios, observations.
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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

- Principal will facilitate meetings and guide vision
- Assistant Principal will guide and support academic interventions as well as provide academic data and monitoring.
- Family Support Specialist will provide services and intervention strategies by linking community agencies to schools and families to support the student's academic and behavioral needs.
- ESE teacher will assist in collecting data and integrating materials into Tier 3 instruction and collaborate with general education teachers.
- Reading Specialist will provide support on the reading plan and data collection as well as provide professional development and support the implementation of Tier 1, 2, & 3 intervention plans.
- Family Support Specialist will assist in interpretation of data, program evaluation and school's data-based decision making activities.
- Teacher Advisor(s) will support and guide students using academic interventions as well as data collection for Tier 1, 2 & 3.

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?

Once students are identified the team will meet weekly to monitor progress, determine appropriate interventions and services for these students and identify newly referred students that require additional support. Team will monitor progress of student behavior, attendance and academic achievement. The team will also work together to problem solve and make decisions.

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Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?

The school based team will use the school improvement plan to guide program implementation and student interventions. The plan will be shared with the school's staff and the governing board.

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.

Data will be retrieved from TERMS, Virtual Counselor, Data Warehouse, student's individual Success Plans and APEX reports.

Describe the plan to train staff on MTSS.

Staff will receive training on RTI during the summer. All staff will attend training, regional workshops and others by the ESE teacher during the training.

Describe the plan to support MTSS.

The plan is to work with teachers on a constant basis to ensure an understanding of the expectations, randomly pull student data for review and provide teacher with findings, assign member of the team with roles that coincide their area of expertise (ex. Data research, modeling, etc.). Allow for open communication between all members of the learning community, to include community stakeholders.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Principal, Assistant Principal, Reading Specialist, Director of Reading, and Teachers.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

Meetings will be held monthly to plan and discuss literacy initiatives. The Reading Specialist will participate in all professional developments provided by the school/district and disseminate all information to the team.

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What will be the major initiatives of the LLT this year?

Review FCAT performance, identify areas of weakness, and develop instructional strategies to support student learning; increase scores and participation in the Reading Plus program, teach note taking strategies, and create more opportunities for students to participate in reading and writing activities.

Public School Choice

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

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

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****Elementary Title I Schools Only: Pre-School Transition***

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

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

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

All students will participate in reading instruction for 45 minutes per day. The LLT and RtI Teams will monitor student diagnostic reports to ensure completion.

****High Schools Only***

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

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

Students will work in labs with highly qualified teachers who have expertise in at least two subject areas. The Family Support Specialist and Teachers will facilitate small group instruction for students and periodically review individual graduation plans to ensure that students remain on track. Co-teaching allows students to attain information in a timely fashion, because their teachers are well versed in the subject areas that are being taught. The APEX curriculum is an online curriculum that is updated frequently and all applications are real-world based.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Upon enrollment, students participate in an orientation and academic boot camp which reviews basic skills such as spelling, writing, grammar, and math foundation skills. During this time, teachers meet with students individually to review their transcript, goal sheet, post-secondary survey, success plans, and essay. Students will discuss their course selections and how it will support their goals after high school. Data collected from the survey and goals sheet are provided to the Career Coach who will use this information as a guide when preparing for the college/career fair day hosted at the school.

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Postsecondary Transition

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

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

Students make post-secondary plans and set goals in orientation. Students also collaborate with the Career Coach on post-secondary goals and the completion of CHOICES, FDIC Money Smart, Job Search Strategies and College Preparation programs. Colleges/universities that the school has partnered with will provide on-site presentations and field trips for students to preview the college experience.

College readiness courses provide the additional rigor and preparation students need in order to successfully enter college and begin core classes

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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		

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1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1A.1. Students have been struggling readers from elementary school. Many have a negative attitude towards reading and do not understand the importance of this skill.	1A.1. Obtain staff buy-in and involve all staff in the Reading Plus and the reading initiative.	1A.1. Reading Teacher, Administration, Teachers	1A.1. Run reports from Reading Plus on usage and student performance data. BAT data showing increases in proficiency from fall to winter.	1A.1. BAT and FCAT Reports		
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Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Students in grades 9 & 10 will show a 5% increase in the percentage of students achieving proficiency on the FCAT 2012. Our focus needs to be on increased stamina and increasing the amount of time students spend reading. The weakest cluster was Vocabulary.							
	0% (0)	5%.(2)					

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		1A.2. Serving the unique needs of students.	1A.2. Increase the level of differentiated instruction in Intensive Reading Class.	1A.2. Reading Teacher, Administration	1A.2. Evaluation of BAT and mini-assessment data	1A.2. BAT assessment data	
		1A.3. Students do not have the opportunity to learn, practice and use a variety of vocabulary words.	1A.3. School wide vocabulary lessons; mini vocabulary lessons daily in each class.	1A.3. Classroom Teachers, Reading Teacher	1A.3. Mini-assessments, informal assessment	1A.3. BAT and FCAT assessment data.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		

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Reading Goal #1B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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. Lack of motivation and low student morale.	2A.1. Increase time on Reading Plus.	2A.1. Reading Teacher, Teachers	2A.1. Reading Plus reports will be pulled to review usage and performance data. BAT diagnostic and mini-assessment data will be monitored to ensure student proficiency is maintained	2A.1. Reading Plus reports, BAT data		

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Reading Goal #2A:	2012 Current Level of Performance*	2013 Expected Level of Performance*					
We had very few students achieving level 4 or 5 on the FCAT reading 2012. In FY 2013 there will be a 5% increase in the percentage of students achieving level 4 or 5 on FCAT Reading 2012.							
	3%(1)	8%(3)					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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<u>Reading Goal #2B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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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. Lack of commitment from students and families to participate in FCAT camp and other prep courses.	3A.1. Increase differentiated instruction in Intensive Reading.	3A.1. Reading Teacher; Administrator, Teachers	3A.1. Review of assessment and Reading Plus reports.	3A.1. BAT, Reading Plus reports.		

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<u>Reading Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
On FCAT Reading 2013 there will be a 7% increase in the percentage of students making learning gains in reading as compared to FCAT 2012. Although there were increases in the number of students proficient our focus needs to be on increased stamina and increasing the amount of time students spend reading.							
	43%(16)	50%(17)					

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		3A.2. Students' lack of organizational skills.	3A.2. Implement the use of graphic organizers, note-taking, summarizing activities.	3A.2. Instructional Staff	3A.2. Administration and curriculum support will use the CWT to monitor trends of high yield strategies. Instructional personnel will discuss best practices during weekly common planning meetings	3A.2. FCAT, BAT, and Teacher Made Assessments.	
		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.		
<u>Reading Goal #3B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		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		
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4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. Meeting the many needs of all students.	4A.1. Enlist the support of parents by scheduling parent conference, sending home progress reports, and ensuring that students receive intensive reading instruction as prescribed.	4A.1. Reading Teacher; Instructional Team; Administration	4A.1. Review and Monitor Diagnostic and Mini-Assessment Data to track improvement	4A.1. BAT: Teacher Made Assessments; FCAT results		
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Reading Goal #4:	2012 Current Level of Performance*	2013 Expected Level of Performance*					
There will be a 5% increase in the percentage of students in the lowest 25% making learning gains in reading on FCAT Reading 2013.							
	25%(9)	30%(11)					
		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						
<u>Reading Goal #5A:</u>							
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. Student Attendance for all subgroups.	5B.1. Provide students and families with adequate testing information, the importance and relevance of testing; also time and date	5B.1. Reading Teacher, Administration, All Staff	5B.1. Review participation data on FCAT 2012	5B.1. Percent of Black students tested on FCAT 2012		

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Reading Goal #5B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
There will be a 5% increase in the percentage of Black students meeting AYP on the 2013 FCAT reading assessment.							
	White: >10% (4) Black: 5% (22) Hispanic: >10% (10) Asian: American Indian: >10% (1)	White: 15% (5) Black: 10% (23) Hispanic: 15% (12) Asian: American Indian:15% (2)					
		5B.2. Student Test Anxiety	5B.2. Provide enough preparation to calm the anxiety of test takers	5B.2. Instructional Staff	5B.2. Review of 2012 Participation Data and STARS (internal database)	5B.2. Percentage of Black students tested on 2013 FCAT	
		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.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Reading Goal #5C:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

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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. Student attendance/participation in FCAT 2013 testing	5E.1. Increase awareness for students about testing logistics giving them adequate time to prepare for testing.	5E.1. Assistant Principal	5E.1. Review of participation rates on BAT diagnostic testing to see projected outcomes.	5E.1. Percent of economically disadvantaged students tested on FCAT 2013.		

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Reading Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
There will be a 10% increase in the percentage of Economically Disadvantaged students meeting AYP on the 2013 FCAT reading assessment							
	6% (17)	16% (20)					
		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 <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 (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
School-wide Reading program.	All	Reading Teacher	School-wide	August All-staff training, ongoing modeling	Review usage reports and data in Reading Plus.	Reading Teacher
Apex Success training for staff	All	Reading Teacher	Teachers	August All-staff training, ongoing modeling	Review usage reports and data	Assistant Principal
SQ3R Note taking strategy for students	All	Reading Teacher	School-wide	August All-staff training, ongoing modeling	Review student binders and success in Apex course work and Reading curriculum.	Reading Teacher/ Assistant Principal

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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
Increase all student performance in the area of reading.	FCAT/Academic Boot Camp, FCAT Prep Materials, Healthy Snacks, Staff Training,	School budget	\$1,250.00
Subtotal:\$1250.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Increase teacher understanding of all the tools provided by APEX and Reading Plus and how to integrate it into daily lessons.	APEX/Reading Plus Demo/Curriculum Trainers	School budget	\$500.00
Subtotal:\$500.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Provide training for all staff and allow teachers to participate in PD provided by the district	Online Content, Reports, Training Materials	School budget	\$250.00

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Increase all student performance in the area of reading.	FCAT/Academic Boot Camp, FCAT Prep Materials, Healthy Snacks, Staff Training,	School budget	\$500.00
Subtotal:\$750.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:\$2500.00			

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.	1.1. Many of the students don't read outside of school, this causes a negative attitude toward the importance of reading.	1.1. Institute a Saturday FCAT Camp for all students that need to take and pass the FCAT. Institute the Reading Plus program Small group direct instruction. Offer scholastic reading to the students.	1.1. Administration, Reading Teacher, Debra Berlin, National Director of Reading	1.1. Schedule a time on Saturday that students can be present for the camp.	1.1. BAT, FAIR, TABE Scores, and FCAT Reports	
<u>CELLA Goal #1:</u> In 2013, the number of students scoring proficient by grade level will increase by 5%	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					

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	In 2012, the number of students scoring proficient by grade level: 9 th -100%(1) 10 th -29%(2) 11 th -13% (1) 12 th - 31%(5)					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in reading.	2.1. Students lack organizational of skills.	2.1. Implement the use of graphic organizers, note-taking, summarizing activities.	2.1. Teachers	2.1. Administration and curriculum support will use the Observation Tool to monitor trends of high yield strategies	2.1. FCAT, BAT, and Teacher Made Assessments.	

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CELLA Goal #2:	2012 Current Percent of Students Proficient in Reading:					
In 2013, the number of students scoring proficient by grade level will increase by 5%						
	In 2012, the number of students scoring proficient by grade level: 9 th -100%(1) 10 th -0%(0) 11 th -13%(1) 12 th -13% (2).					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	2.1. Limited specific detail practice in writing.	2.1. Students will work with Reading Specialist to review writing strategies throughout the year and provide work samples them samples 5.0 and 6.0 scored writing to assist.	2.1. Reading Teacher	2.1. Review baseline and mid year writing data to see growth in students	1A.1. Baseline and midyear writing data.	
<u>CELLA Goal #3:</u> In 2013, the number of students scoring proficient by grade level will increase by 5%	<u>2012 Current Percent of Students Proficient in Writing :</u>					

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	In 2012, the number of students scoring proficient by grade level: 9 th -100%(1) 10 th -0%(0) 11 th -13% (1) 12 th -13% (2)...					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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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	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: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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. 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: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3.1.	3.1.	3.1.	3.1.	3.1.		
Mathematics Goal #3: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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		

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<p>1. Students scoring at Achievement Level 3 in Algebra 1.</p>	<p>1.1. Deficiencies in standards that may be caused by limited opportunities available for additional practice and exploration in</p>	<p>1.1. Provide students with opportunities to explore and reinforce concepts within the APEX online curriculum. Provide direct instruction opportunities for students to gain hands-on practice and knowledge about measurement</p>	<p>1.1. RtI Team</p>	<p>1.1. Mathematics teachers will meet monthly to discuss and review student assessments. A synopsis will be provided to the RtI Team and the Instructional focus will be adjusted as necessary.</p>	<p>1.1. Formative: Interim assessments Benchmark assessments Summative: 2013 Algebra EOC results</p>		
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		<p>skills, tools, through activities and websites.</p> <p>Provide teachers with training in assisting students make sense of problems and plausible solutions.</p>					
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Algebra 1 Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p>The results of the 2012 Algebra EOC assessment indicated that 26% of students achieved level 3 proficiency.</p> <p>There will be a 9% increase in the percentage of students achieving level 3 on the Algebra I EOC.</p>							
	26% (43)	35%(45)					

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		<p>1.2. Area of concern: Standard 5 Rational Expressions and Equations</p> <p>Deficiencies in standards that may be caused by limited opportunities available for additional practice and exploration</p>	<p>1.2. Provide students with opportunities to explore and re-enforce concepts within the APEX online curriculum.</p> <p>Provide direct instruction opportunities for students to gain hands-on practice and knowledge about measurement skills, tools, through activities and websites.</p> <p>Provide teachers with training in assisting students make sense of problems and plausible solutions.</p>	<p>1.2. RtI Team</p>	<p>1.2. Mathematics teachers will meet monthly to discuss and review student assessments. A synopsis will be provided to the RtI Team and the Instructional focus will be adjusted as necessary.</p>	<p>1.2. Formative: Interim assessments Benchmark assessments</p> <p>Summative: 2013 Algebra EOC results</p>	
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		<p>1.3.</p> <p>Area of concern: Standard 6 Radical Expressions and Equations</p> <p>Deficiencies in standards that may be caused by limited opportunities available for additional practice and exploration.</p>	<p>1.3.</p> <p>Provide students with opportunities to explore and reinforce concepts within the APEX online curriculum.</p> <p>Provide direct instruction opportunities for students to gain hands-on practice and knowledge about measurement skills, tools, through activities and websites.</p> <p>Provide teachers with training in assisting students make sense of problems and plausible solutions.</p>	<p>1.3.</p> <p>Math Teachers/RtI Team</p>	<p>1.3.</p> <p>Mathematics teachers will meet monthly to discuss and review student assessments. A synopsis will be provided to the RtI Team and the Instructional focus will be adjusted as necessary.</p>	<p>1.3.</p> <p>Formative: Interim assessments Benchmark assessments</p> <p>Summative: 2013 Algebra EOC results</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		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.</p>	<p>2.1. The following are areas of concern:</p> <p>Standard 5 Rational Expressions and Equations</p> <p>The deficiency for this group may be caused by limited opportunities available for additional exploration and investigation in other</p>	<p>2.1. Provide students the opportunity to collaborate on projects simulating real-world problems.</p> <p>Provide students access to graphing software that make abstract concepts more concrete.</p> <p>Provide teachers with training in</p>	<p>2.1. Math Teachers/RtI Team</p>	<p>2.1. Mathematics teachers will meet monthly to discuss and review student assessments. A synopsis will be provided to the RtI Team and the Instructional focus will be adjusted as necessary.</p>	<p>2.1. Formative: Interim assessments Benchmark assessments</p> <p>Summative: 2013 Algebra EOC results</p>		
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	content areas	assisting students make sense of problems and plausible solutions.					
Algebra Goal #2: The results of the 2012 Algebra EOC assessment indicated that 5% of students achieved level 4 or 5 proficiency. Our Goal for the 2012-2013 school year is to increase level 4 or 5 by 5%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	5%(8)	10%(10)					
		2.2.	2.2.	2.2.			
		2.3.	2.3.	2.3.	2.3.	2.3.	

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

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<p>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.</p>	<p>3B.1.</p> <p>Student's limited experience practicing and using measurement strategies away from school.</p>	<p>3B.1.</p> <p>Provide students with opportunities to explore and re-enforce concepts within the APEX online curriculum.</p> <p>Provide direct instruction opportunities for students to gain hands-on practice and knowledge about measurement skills, tools, through activities and websites.</p> <p>Provide teachers with training in assisting students make sense of problems and plausible solutions.</p>	<p>3B.1.</p> <p>Math Teachers/RtI Team</p>	<p>3B.1.</p> <p>Mathematics teachers will meet monthly to discuss and review student assessments. A synopsis will be provided to the RtI Team and the Instructional focus will be adjusted as necessary</p>	<p>3B.1.</p> <p>Formative: Interim assessments Benchmark assessments</p> <p>Summative: 2013 Algebra EOC results</p>		
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Algebra 1 Goal #3B: Our goal for the 2012-2013 school-year is to increase the achievement level as follows: White: 5% Black: 15% Hispanic: 8%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	White: 45% (11) Black: 20% (20) Hispanic: 17% (12) Asian:N/A American Indian:N/A	White: 50%(12) Black: 35%(23) Hispanic: 25%(15) Asian:N/A American Indian: N/A					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
<u>Algebra 1 Goal #3C:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.</p>	<p>3D.1. The challenge for this group vary across many content areas. The use of best practices for SWD will be most beneficial to this group</p>	<p>3D.1. Mathematics teachers will work closely with ESE teachers to develop instruction to meet each student's individual needs. Provide students with opportunities to develop new vocabulary through a variety of teaching strategies</p>	<p>3D.1. Math Teachers/RtI Team</p>	<p>3D.1. Mathematics and ESE teachers will meet monthly to discuss and review student assessments. Instructional focus will be adjusted as necessary.</p>	<p>3D.1. Formative: Interim assessments Benchmark assessments Summative: 2013 Algebra EOC results</p>		
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		including connectin g new vocabular y words with prior knowledg e, word walls and word maps, teach antonyms and synonyms , and provide examples and non- examples . Provide students with scaffoldin g lessons and workshee ts					
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		<p>Provide students with opportunities for peer group learning.</p> <p>Provide students with opportunities for one-on-one instruction.</p>					
<p><u>Algebra 1 Goal #3D:</u> Our Goal for the 2012-2013 school year is to increase the number of SWD students making learning gains by 8%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	17%.(23)	25%					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.	3E.1. Student's limited experience practicing and using measurement strategies away from school.	3E.1. Provide direct instruction in opportunities for students to gain hands-on practice and knowledge about measurement skills, tools, through activities and websites.	3E.1. Math Teachers/RtI Team	3E.1. Mathematics teachers will meet monthly to discuss and review student assessments. A synopsis will be provided to the RtI Team and the Instructional focus will be adjusted as necessary	3E.1. Formative: Interim assessments Benchmark assessments Summative: 2013 Algebra EOC results		

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Algebra 1 Goal #3E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
There will be a 8% increase in the percentage of students that are economically disadvantaged.							
	17% (23)	25% (28)					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Algebra 1 EOC Goals

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

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

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

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<p>1. Students scoring at Achievement Level 3 in Geometry.</p>	<p>1.1. Deficiencies for this group of students that may be caused by limited opportunities available for practice and exploration in</p>	<p>1.1. Provide direct instruction opportunities for students to gain hands-on practice and knowledge about measurement skills, tools, through activities and websites.</p>	<p>1.1. Math Teachers/RtI Team</p>	<p>1.1. Mathematics teachers will meet monthly to discuss and review student assessments. A synopsis will be provided to the RtI Team and the Instructional focus will be adjusted as necessary</p>	<p>1.1. Formative: Interim assessments Benchmark assessments Summative: 2013 Geometry EOC results</p>		
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Geometry Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p>The results of the 2012 Geometry EOC assessment indicated that 0% of students achieved level 3 proficiency.</p> <p>Our Goal for the 2012-2013 school year is to increase level 3 proficiency students by 5%.</p> <p><i>Enter narrative for the goal in this box.</i></p>							
	0%(0)	5%(1)					

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		1.2. Trigonometry and Discrete Mathematics The deficiency may be caused by not covering the content area in depth.	1.2. Provide direct instruction opportunities for students to gain hands-on practice and knowledge about measurement skills, tools, through activities and websites.	1.2. Math Teachers/RtI Team	1.2. Mathematics teachers will meet monthly to discuss and review student assessments. A synopsis will be provided to the RtI Team and the Instructional focus will be adjusted as necessary	1.2. Formative: Interim assessments Benchmark assessments Summative: 2013 Geometry EOC results	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</p>	<p>2.1. Deficiencies for this group of students that may be caused by limited opportunities available for practice and exploration in</p>	<p>2.1. Provide direct instruction opportunities for students to gain hands-on practice and knowledge about measurement skills, tools, through activities and websites.</p>	<p>Math Teachers/RtI Team</p>	<p>2.1. Mathematics teachers will meet monthly to discuss and review student assessments. A synopsis will be provided to the RtI Team and the Instructional focus will be adjusted as necessary</p>	<p>2.1. Formative: Interim assessments Benchmark assessments Summative: 2013 Geometry EOC results</p>		
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Geometry Goal #2:	2012 Current Level of Performance*	2013 Expected Level of Performance*					
Our Goal for the 2012-2013 school year is to increase the number of students scoring at or above level 4 and 5 by 3%.							
	0%(0)	3%(1)					

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		<p>2.2. Trigonometry and Discrete Mathematics</p> <p>The deficiency may be caused by not covering the content area in depth.</p>		Math Teachers/RtI Team	<p>2.2. Mathematics teachers will meet monthly to discuss and review student assessments. A synopsis will be provided to the RtI Team and the Instructional focus will be adjusted as necessary</p>	<p>2.2. Formative: Interim assessments Benchmark assessments</p> <p>Summative: 2013 Geometry EOC results</p>	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2011-2012						
<u>Geometry Goal #3A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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Geometry Goal #3B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
Geometry Goal #3C: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
<u>Geometry Goal #3E:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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						

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Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Mini-lessons and mini assessments	All	Assistant Principal, Math Teacher	School-wide	August in-service week and on-going	Review and monitoring of mini-assessments and BAT diagnostic data.	Assistant Principal
Teaching with Technology	All	Assistant Principal/Math Teacher	School-wide	TBD	Classroom walk-through and lesson plans	Assistant Principal
Teaching Problem Solving Techniques	All	Math Teacher	School-wide	TBD	Classroom walk through and lesson plans	Assistant Principal

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Mathematics Budget (Insert rows as needed)

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

End of Mathematics Goals

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High School Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Science Goal #1:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2.1.	2.1.	2.1.	2.1.	2.1.		
<u>Science Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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						

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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		
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<p>1. Students scoring at Achievement Level 3 in Biology 1.</p>	<p>1.1. Student deficiencies in organization and development of living organisms attributed to limited laboratory and hands on activities.</p>	<p>1.1. Provide students more opportunities to participate in laboratory experiments and inquiry-based activities. Provide students greater opportunities to work in teams to discuss projects, experiments, and write related reports.</p>	<p>1.1. Science Teacher/RtI Team</p>	<p>1.1. Science teachers will meet monthly to discuss and review student assessments, lab reports and projects. Instructional focus will be adjusted as necessary.</p>	<p>1.1. Formative: Interim assessments, Benchmark assessments Summative: 2013 Biology EOC results</p>		
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Biology 1 Goal #1: Our Goal for the 2012-2013 school year is to increase the number of students scoring at or above level 4 and 5 by 3%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	17%	20%					

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		<p>1.2.</p> <p>Student deficiencies in organization and development of living organisms attributed to limited laboratory and hands on activities.</p>	<p>1.2.</p> <p>Provide students more opportunities to participate in laboratory experiments and inquiry-based activities</p> <p>Provide students greater opportunities to work in teams to discuss projects, experiments, and write related reports.</p>	<p>1.2.</p> <p>Science Teacher/RtI Team</p>	<p>1.2.</p> <p>Science teachers will meet monthly to discuss and review student assessments, lab reports and projects. Instructional focus will be adjusted as necessary.</p>	<p>1.2.</p> <p>Formative: Interim assessments Benchmark assessments</p> <p>Summative: 2013 Biology EOC results</p>	
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		1.3. Limited critical thinking skills	1.3. Science teachers will work in small groups on hands-on activities	1.3. Assistant Principal	1.3. Monitor and review diagnostic results.	1.3. Formative: Interim assessments Benchmark assessments Summative: 2013 Biology EOC results	
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 1.</p>	<p>2.1. Student deficiencies in organization and development of living organisms attributed to limited laboratory and hands on activities.</p>	<p>2.1. Provide students more opportunities to participate in laboratory experiments and inquiry-based activities. Provide students greater opportunities to work in teams to discuss projects, experiments, and write related reports.</p>	<p>2.1. Science Teacher/RtI Team</p>	<p>2.1. Science teachers will meet monthly to discuss and review student assessments, lab reports and projects. Instructional focus will be adjusted as necessary.</p>	<p>2.1. Formative: Interim assessments Benchmark assessments Summative: 2013 Biology EOC results</p>		
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Biology 1 Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Our Goal for the 2012-2013 school year is to increase the number of students scoring at or above level 4 and 5 by 3%.							
	0%.	3%					
		2.2. Limited critical thinking skills.	2.2. Science teachers will work on small group hands-on activities and real-world opportunities to students.	2.2. Assistant Principal	2.2. Monitor and review diagnostic results.	2.2. Formative: Interim assessments Benchmark assessments Summative: 2013 Biology EOC results	
		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
Inquiry Based-Instruction	All	Assistant Principal	School-wide	TBD	Assistant Principal will evaluate implementation of strategies and lesson plans	Assistant Principal
Hand-on Labs	All	Assistant Principal	Science Teacher	TBD	Classroom walk-through	Assistant Principal

Science Budget (Insert rows as needed)

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

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1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1. Limited specific detail practice in writing.	1A.1. Students will work with the Reading Teacher to review their writing throughout the year and provide students with work samples of 5.0 and 6.0 scored writing.	1A.1. Reading Teacher	1A.1. Review baseline and mid-year writing data to access student growth.	1A.1. Baseline and mid-year writing data.		
<u>Writing Goal #1A:</u> There will be a 10% increase in the percentage of students scoring at or above achievement level 3.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	15%(7)	25%(9)					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Writing Goal #1B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Incorporating writing into all subject areas.	All	Reading Teacher	School-wide	On-going	Review baseline data as compared to mid-year data.	Reading Teacher

Writing Budget (Insert rows as needed)

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

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Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance	1.1. Barrier – Student not attending because of poor attendance habits over time	1.1. Phone calls, letters, home visits to encourage students to return to school.	1.1. Family Support Specialist	1.1. Consistent review of daily attendance to see if students are attending regularly	1.1. Attendance, E.I.S Stars.		

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Attendance Goal #1: There will be a 5.5% increase in the expected attendance rate for FY2013.	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	69.5%	75%					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	<i>Enter numerical data for current number of absences in this box.</i>	<i>Enter numerical data for expected number of absences in this box.</i>					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	<i>Enter numerical data for current number of students tardy in this box.</i>	<i>Enter numerical data for expected number of students tardy in this box.</i>					

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		1.2. Lack of student accountability.	1.2. Set high expectations at the start of school year and during each student orientation. Require all teachers to make attendance calls daily and provide positive reinforcement for students.	1.2. Teachers	1.2. Review of attendance daily.	1.2. School attendance data	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <div>Please note that each Strategy does not require a professional development or PLC activity.</div>						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data review of attendance	All	Principal	School-wide	On-going	Incentive program for staff members that will be incorporated twice within the school year.	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
Food, Gift cards and other incentives	Prizes offered based on increased attendance rate	ALS Management Company	\$350.00
Subtotal:#350.00			

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Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:\$350.00			

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1. Suspension	1.1. A barrier for this goal is consistency of enforcement of the Student Code of Conduct.	1.1. Consistence enforcement of rules and consequences as noted in the Student Code of Conduct and provide students with the necessary tools to make choices that benefit themselves and the school.	1.1. Principal, Assistant Principal, and Teachers	1.1. Track the number of referrals and monitor counseling opportunities related to inappropriate behavior	1.1. Suspension rate		
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Suspension Goal #1: Data indicates that the number of suspensions for the 2011-2012 school year was 1. The goal is to reduce the number of suspensions by 1 students, to 0 students.	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	<i>0</i>	<i>0</i>					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	<i>0</i>	<i>0</i>					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	<i>1</i>	<i>0</i>					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	<i>1</i>	<i>0</i>					

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		1.2. A barrier for this goal is the appropriate training of school personnel in classroom management	1.2. Teach students daily coping strategies, problem-solving strategies, and the importance of forming healthy behavioral habits. Professional development will be provided to school personnel on effective classroom management skills to assist with prevention of extreme behavioral issues	1.2. Principal, Assistant Principal, and Teacher	1.2. Track the number of referrals and monitor counseling opportunities related to inappropriate behavior	1.2. Suspension rate	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Suspension Professional Development

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

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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 Suspension Goals

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Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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1. Dropout Prevention	<p>I.1. Students are under exposed to the opportunities available with the achievement of a high school diploma.</p> <p>Some students are under motivated because of their lack of self-confidence in their ability to achieve a high school diploma.</p>	<p>I.1. Educate students on the opportunities that are available for those who have a high school diploma through field trips to colleges, vocational schools, technical schools, other post-secondary opportunities.</p>	<p>I.1. Career Coach</p>	<p>I.1. Continual monitoring of credits completed by students</p>	<p>I.1. Stars and APEX</p>		
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<u>Dropout Prevention</u> <u>Goal #1:</u> The dropout rate for the 2012-2013 school year will decrease by 3%. <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for expected dropout rate in this box.</i>					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>					

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		1.2. Many of our students are living on their own/independent already	1.2. Ensure we are maintaining at least one adult contact for each of our enrolled students	1.2. Administrator, Teachers, Family Support Specialist	1.2. Enrollment specialist and the administrator will monitor that all newly enrolled students have parental or guarding contact information.	1.2. Student enrollment folders	
		1.3. Lack of Crisis Management Skills	1.3. Provide students/families with counseling and the proper referrals to support student needs.	1.3. Family Support Specialist	1.3. School Referral Form /Contact Logs	1.3. Contact Logs found in STARS (Internal database)	

Dropout Prevention Professional Development

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

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Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement	1.1. Many of our students are independent.	1.1. Ensure we are maintaining at least one adult contract for each of our enrolled students.	1.1. Principal	1.1. Enrollment Specialist and Principal will monitor that all newly enrolled students have parental or guardian contact information in enrollments folders and Stars.	1.1. Enrollment folders and Stars		

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Parent Involvement Goal #1:	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*					
There will be a 10% increase in parental involvement in FY2012. <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>							
	Enter numerical data for current level of parent involvement in this box.	Enter numerical data for expected level of parent involvement in this box.					
		1.2. Students lose interest in meeting academic goals.	1.2. Conduct parent and student interest and satisfaction surveys.	1.2. Principal	1.2. Principal will review surveys and use the results to make decision on services and programs that may need to be implemented.	1.2. Survey Results	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement 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 (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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Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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Additional Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Additional Goal	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Additional Goal #1:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	

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		1.3.	1.3.	1.3.	1.3.	1.3.	
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Additional Goals Professional Development

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

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

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

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total:\$2500.00
CELLA Budget	
	Total:
Mathematics Budget	
	Total:
Science Budget	
	Total:
Writing Budget	
	Total:
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total:\$350.00
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
STEM Budget	
	Total:
CTE Budget	
	Total:
Additional Goals	
	Total:

	Grand Total:\$2859.00
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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	Prevent

Are you reward school? ☐ Yes ☒ No

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

☐ Yes ☒ No

If No, describe the measures being taken to comply with SAC requirements.
In the process of forming a new School Advisory Council composed of the appropriately balanced members.
Describe the activities of the SAC for the upcoming school year.

Describe the projected use of SAC funds.	Amount
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