

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Dr. Phillips High  
6500 TURKEY LAKE RD  
Orlando, FL 32819  
407-355-3200

### School Demographics

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<b>School Type</b> High School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 50%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 67%

### School Grades History

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<b>2013-14</b> PENDING	<b>2012-13</b> B	<b>2011-12</b> A	<b>2010-11</b> B	<b>2009-10</b> B
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### SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Dr. Phillips High

##### Principal

Eugene Trochinski P

##### School Advisory Council chair

Barrington Maxwell

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Bridget Bresk	Assistant Principal
Alisa Dorsett	Assistant Principal
Lenore Guastella	Assistant Principal
Douglas Ralph	Assistant Principal
Jackie Ramsey	Assistant Principal

#### District-Level Information

##### District

Orange

##### Superintendent

Dr. Barbara M Jenkins

##### Date of school board approval of SIP

1/28/2014

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

The School Advisory Council is made up of 9 parents, 5 teachers, 2 students and the school principal, Eugene Trochinski. There are 6 males and 11 females. 9 blacks, 7 white and 1 other. The officers are Barrington Maxwell, School Advisory Council Chairperson and Sandra Overstreet, School Advisory Council Secretary.

#### Involvement of the SAC in the development of the SIP

The School Advisory Council and School Improvement Plan committees reviewed data to monitor the progress of School Improvement Plan target areas. School Advisory Council brainstormed barriers and solutions to reach targeted School Improvement Plan goals.

#### Activities of the SAC for the upcoming school year

The School Advisory Council will participate on committees, review data and develop reports as they monitor school progress of the 2013-14 School Improvement Plan. The School Advisory Council will participate in the development of the 2014-2015 School Improvement Plan.

**Projected use of school improvement funds, including the amount allocated to each project**

School Advisory Council will use \$2,200 to co-fund students school planner books for the 2014-15 school year to help all students with time management and academic planning.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

6

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Eugene Trochinski P**

Principal

Years as Administrator: 14

Years at Current School: 12

**Credentials**

Bachelor of Science-Physical Education  
 Master of Education-Educational Leadership  
 Certifications – Physical Education K- 8, Physical Education 6-12,  
 Drivers Education Endorsement, School Principal all levels

**Performance Record**

2012-2013 – “pending” – (Dr. Phillips HS)  
 60% of students reading at or above grade level  
 63% of students at or above grade level in math  
 57% of students at or above grade level in writing  
 70% of students at or above grade level in science  
 64% of students making a year's worth of progress in reading  
 64% of students making a year's worth of progress in math  
 56% of struggling students making a year's worth of progress in reading  
 58% of struggling students making a year's worth of progress in math  
 2011-2012 – “A” – (Dr. Phillips HS)  
 57% of students reading at or above grade level  
 57% of students at or above grade level in math  
 87% of students at or above grade level in writing  
 NA of students at or above grade level in science  
 63% of students making a year's worth of progress in reading  
 59% of students making a year's worth of progress in math  
 62% of struggling students making a year's worth of progress in reading  
 66% of struggling students making a year's worth of progress in math  
 2010-2011 – “B” – AYP 67% (Dr. Phillips HS)  
 55% of students reading at or above grade level  
 76% of students at or above grade level in math  
 80% of students at or above grade level in writing  
 50% of students at or above grade level in science  
 54% of students making a year's worth of progress in reading  
 75% of students making a year's worth of progress in math  
 46% of struggling students making a year's worth of progress in reading  
 59% of struggling students making a year's worth of progress in math  
 2009-2010 – “B” – AYP 74% (Dr. Phillips HS)  
 56% of students reading at or above grade level  
 78% of students at or above grade level in math  
 88% of students at or above grade level in writing  
 53% of students at or above grade level in science  
 58% of students making a year's worth of progress in reading  
 76% of students making a year's worth of progress in math  
 50% of struggling students making a year's worth of progress in reading  
 61% of struggling students making a year's worth of progress in

math

2008-2009 – “B” – AYP 74% (Dr. Phillips HS)

57% of students reading at or above grade level

80% of students at or above grade level in math

90% of students at or above grade level in writing

59% of students at or above grade level in science

57% of students making a year's worth of progress in reading

77% of students making a year's worth of progress in math

42% of struggling students making a year's worth of progress in reading

58% of struggling students making a year's worth of progress in math

2007-2008 – “A” – AYP 69% (Dr. Phillips HS)

60% of students reading at or above grade level

81% of students at or above grade level in math

89% of students at or above grade level in writing

53% of students at or above grade level in science

61% of students making a year's worth of progress in reading

77% of students making a year's worth of progress in math

48% of struggling students making a year's worth of progress in reading

64% of struggling students making a year's worth of progress in math

2006-2007 – “B” – AYP 69% (Dr. Phillips HS)

54% of students reading at or above grade level

78% of students at or above grade level in math

89% of students at or above grade level in writing

41% of students at or above grade level in science

57% of students making a year's worth of progress in reading

74% of students making a year's worth of progress in math

45% of struggling students making a year's worth of progress in reading

60% of struggling students making a year's worth of progress in math

2005-2006 – “B” – AYP 69% (Dr. Phillips HS)

51% of students reading at or above grade level

72% of students at or above grade level in math

88% of students at or above grade level in writing

58% of students making a year's worth of progress in reading

76% of students making a year's worth of progress in math

56% of struggling students making a year's worth of progress in reading

2004-2005 – “B” – AYP 70% (Dr. Phillips HS)

45% of students reading at or above grade level

70% of students at or above grade level in math

88% of students at or above grade level in writing

55% of students making a year's worth of progress in reading

74% of students making a year's worth of progress in math

58% of struggling students making a year's worth of progress in reading

2003-2004 – “C” – AYP 57% (Dr. Phillips HS)



45% of students reading at or above grade level  
72% of students at or above grade level in math  
94% of students at or above grade level in writing  
51% of students making a year's worth of progress in reading  
74% of students making a year's worth of progress in math  
39% of struggling students making a year's worth of progress in reading

2002-2003 – “B” – (Dr. Phillips HS)

43% of students reading at or above grade level  
69% of students at or above grade level in math  
94% of students at or above grade level in writing  
54% of students making a year's worth of progress in reading  
74% of students making a year's worth of progress in math  
51% of struggling students making a year's worth of progress in reading

2001-2002 – “C” – (Dr. Phillips HS)

40% of students reading at or above grade level  
64% of students at or above grade level in math  
95% of students at or above grade level in writing  
53% of students making a year's worth of progress in reading  
67% of students making a year's worth of progress in math  
49% of struggling students making a year's worth of progress in reading

2000-2001 – “A” – (Dr. Phillips HS)

1999-2000 – “B” – (Southwest MS)

**Douglas Ralph**

Asst Principal

Years as Administrator: 14

Years at Current School: 2

**Credentials**

Bachelor of Science-Industrial Technology  
 Masters of Science-Management  
 Doctor of Education-Educational Leadership  
 Certifications – Technology Education 6-12, School Principal all levels

**Performance Record**

2012-2013 – “pending” – (Dr. Phillips HS)  
 60% of students reading at or above grade level  
 63% of students at or above grade level in math  
 57% of students at or above grade level in writing  
 70% of students at or above grade level in science  
 64% of students making a year's worth of progress in reading  
 64% of students making a year's worth of progress in math  
 56% of struggling students making a year's worth of progress in reading  
 58% of struggling students making a year's worth of progress in math  
 2011-2012 – “A” – (Dr. Phillips HS)  
 57% of students reading at or above grade level  
 57% of students at or above grade level in math  
 87% of students at or above grade level in writing  
 NA of students at or above grade level in science  
 63% of students making a year's worth of progress in reading  
 59% of students making a year's worth of progress in math  
 62% of struggling students making a year's worth of progress in reading  
 66% of struggling students making a year's worth of progress in math  
 AMO math Target Met – Yes  
 AMO reading Target Met - No  
 2010-2011 – “C” – AYP 62% (East River HS)  
 45% of students reading at or above grade level  
 46% of students making a year's worth of progress in reading  
 41% of struggling students making a year's worth of progress in reading  
 72% of students at or above grade level in math  
 69% of students making a year's worth of progress in math  
 55% of struggling students making a year's worth of progress in math  
 81% of students are meeting state standards in writing  
 34% of students at or above grade level in science  
 50% of 11th and 12th grade students passed the FCAT Reading Retake  
 49% of 11th and 12th grade students passed the FCAT Math Retake  
 2009-2010 – “D” – AYP 59% (East River HS)  
 40% of students reading at or above grade level  
 45% of students making a year's worth of progress in reading

42% of struggling students making a year's worth of progress in reading  
71% of students at or above grade level in math  
69% of students making a year's worth of progress in math  
53% of struggling students making a year's worth of progress in math  
82% of students are meeting state standards in writing  
30% of students at or above grade level in science  
2008-2009 – “A” – AYP 85% (Maitland MS)  
78% of students reading at or above grade level  
63% of students making a year's worth of progress in reading  
57% of struggling students making a year's worth of progress in reading  
79% of students at or above grade level in math  
74% of students making a year's worth of progress in math  
63% of struggling students making a year's worth of progress in math  
92% of students are meeting state standards in writing  
2007-2008 – “A” – AYP 97% (Maitland MS)  
83% of students reading at or above grade level  
70% of students making a year's worth of progress in reading  
66% of struggling students making a year's worth of progress in reading  
85% of students at or above grade level in math  
81% of students making a year's worth of progress in math  
72% of struggling students making a year's worth of progress in math  
98% of students are meeting state standards in writing  
2006-2007 – “A” – AYP 87% (Maitland MS)  
78% of students reading at or above grade level  
62% of students making a year's worth of progress in reading  
55% of struggling students making a year's worth of progress in reading  
80% of students at or above grade level in math  
74% of students making a year's worth of progress in math  
63% of struggling students making a year's worth of progress in math  
94% of students are meeting state standards in writing  
2005-2006 – “C” – AYP 74% (Edgewater HS)  
42% of students reading at or above grade level  
50% of students making a year's worth of progress in reading  
52% of struggling students making a year's worth of progress in reading  
73% of students at or above grade level in math  
77% of students making a year's worth of progress in math  
84% of students are meeting state standards in writing  
2004-2005 – “C” – AYP 73% (Edgewater HS)  
37% of students reading at or above grade level  
51% of students making a year's worth of progress in reading  
60% of struggling students making a year's worth of progress in reading

69% of students at or above grade level in math  
78% of students making a year's worth of progress in math  
82% of students are meeting state standards in writing  
2003-2004 – “D” – AYP 50% (Edgewater HS)  
39% of students reading at or above grade level  
51% of students making a year's worth of progress in reading  
49% of struggling students making a year's worth of progress in reading  
64% of students at or above grade level in math  
72% of students making a year's worth of progress in math  
93% of students are meeting state standards in writing  
2002-2003 – “C” – AYP N/A (Edgewater HS)  
38% of students reading at or above grade level  
50% of students making a year's worth of progress in reading  
49% of struggling students making a year's worth of progress in reading  
61% of students at or above grade level in math  
68% of students making a year's worth of progress in math  
91% of students are meeting state standards in writing  
2001-2002 – “N/A” – AYP N/A (Hungerford Prep. HS)  
33% of students reading at or above grade level  
55% of students making a year's worth of progress in reading  
74% of struggling students making a year's worth of progress in reading  
61% of students at or above grade level in math  
73% of students making a year's worth of progress in math

**Lenore A. Guastella**

Asst Principal

Years as Administrator: 15

Years at Current School: 11

**Credentials**

Bachelor of Arts – Mathematics Education  
 Master of Education-Mathematics Education  
 Doctor of Education-Educational Leadership  
 Certifications – Mathematics 6-12, School Principal all levels

**Performance Record**

2012-2013 – “pending” – (Dr. Phillips HS)  
 60% of students reading at or above grade level  
 63% of students at or above grade level in math  
 57% of students at or above grade level in writing  
 70% of students at or above grade level in science  
 64% of students making a year's worth of progress in reading  
 64% of students making a year's worth of progress in math  
 56% of struggling students making a year's worth of progress in reading  
 58% of struggling students making a year's worth of progress in math  
 2011-2012 – “A” – (Dr. Phillips HS)  
 57% of students reading at or above grade level  
 57% of students at or above grade level in math  
 87% of students at or above grade level in writing  
 NA of students at or above grade level in science  
 63% of students making a year's worth of progress in reading  
 59% of students making a year's worth of progress in math  
 62% of struggling students making a year's worth of progress in reading  
 66% of struggling students making a year's worth of progress in math  
 AMO Math Target Met – Yes  
 AMO Reading Target Met - No  
 2010-2011 – “B” – AYP 67% (Dr. Phillips HS)  
 55% of students reading at or above grade level  
 76% of students at or above grade level in math  
 80% of students at or above grade level in writing  
 50% of students at or above grade level in science  
 54% of students making a year's worth of progress in reading  
 75% of students making a year's worth of progress in math  
 46% of struggling students making a year's worth of progress in reading  
 59% of struggling students making a year's worth of progress in math  
 2009-2010 – “B” – AYP 74% (Dr. Phillips HS)  
 56% of students reading at or above grade level  
 78% of students at or above grade level in math  
 88% of students at or above grade level in writing  
 53% of students at or above grade level in science  
 58% of students making a year's worth of progress in reading  
 76% of students making a year's worth of progress in math  
 50% of struggling students making a year's worth of progress in

reading

61% of struggling students making a year's worth of progress in math

2008-2009 – “B” – AYP 74% (Dr. Phillips HS)

57% of students reading at or above grade level

80% of students at or above grade level in math

90% of students at or above grade level in writing

59% of students at or above grade level in science

57% of students making a year's worth of progress in reading

77% of students making a year's worth of progress in math

42% of struggling students making a year's worth of progress in reading

58% of struggling students making a year's worth of progress in math

2007-2008 – “A” – AYP 69% (Dr. Phillips HS)

60% of students reading at or above grade level

81% of students at or above grade level in math

89% of students at or above grade level in writing

53% of students at or above grade level in science

61% of students making a year's worth of progress in reading

77% of students making a year's worth of progress in math

48% of struggling students making a year's worth of progress in reading

64% of struggling students making a year's worth of progress in math

2006-2007 – “B” – AYP 69% (Dr. Phillips HS)

54% of students reading at or above grade level

78% of students at or above grade level in math

89% of students at or above grade level in writing

41% of students at or above grade level in science

57% of students making a year's worth of progress in reading

74% of students making a year's worth of progress in math

45% of struggling students making a year's worth of progress in reading

60% of struggling students making a year's worth of progress in math

2005-2006 – “B” – AYP 69% (Dr. Phillips HS)

51% of students reading at or above grade level

72% of students at or above grade level in math

88% of students at or above grade level in writing

58% of students making a year's worth of progress in reading

76% of students making a year's worth of progress in math

56% of struggling students making a year's worth of progress in reading

2004-2005 – “B” – AYP 70% (Dr. Phillips HS)

45% of students reading at or above grade level

70% of students at or above grade level in math

88% of students at or above grade level in writing

55% of students making a year's worth of progress in reading

74% of students making a year's worth of progress in math

58% of struggling students making a year's worth of progress in

reading

2003-2004 – “C” – AYP 57% (Dr. Phillips HS)

45% of students reading at or above grade level

72% of students at or above grade level in math

94% of students at or above grade level in writing

51% of students making a year's worth of progress in reading

74% of students making a year's worth of progress in math

39% of struggling students making a year's worth of progress in reading

2002-2003 – “B” – (Dr. Phillips HS)

43% of students reading at or above grade level

69% of students at or above grade level in math

94% of students at or above grade level in writing

54% of students making a year's worth of progress in reading

74% of students making a year's worth of progress in math

51% of struggling students making a year's worth of progress in reading

2001-2002 – “A” – (Southwest MS)

67% of students reading at or above grade level

72% of students at or above grade level in math

90% of students at or above grade level in writing

71% of students making a year's worth of progress in reading

75% of students making a year's worth of progress in math

75% of struggling students making a year's worth of progress in reading

2000-2001 – “A” – (Southwest MS)

1999-2000 – “B” – (Southwest MS)

1998-1999 – “B” – (Southwest MS)

**Alisa N. Dorsett**

Asst Principal

Years as Administrator: 9

Years at Current School: 9

**Credentials**

Bachelor of Science – Accounting  
 Master of Education- Educational Leadership  
 Certifications – Mathematics 5-9, School Principal all levels

**Performance Record**

2012-2013 – “pending” – (Dr. Phillips HS)  
 60% of students reading at or above grade level  
 63% of students at or above grade level in math  
 57% of students at or above grade level in writing  
 70% of students at or above grade level in science  
 64% of students making a year's worth of progress in reading  
 64% of students making a year's worth of progress in math  
 56% of struggling students making a year's worth of progress in reading  
 58% of struggling students making a year's worth of progress in math  
 2011-2012 – “A” – (Dr. Phillips HS)  
 57% of students reading at or above grade level  
 57% of students at or above grade level in math  
 87% of students at or above grade level in writing  
 NA of students at or above grade level in science  
 63% of students making a year's worth of progress in reading  
 59% of students making a year's worth of progress in math  
 62% of struggling students making a year's worth of progress in reading  
 66% of struggling students making a year's worth of progress in math  
 AMO Math Target Met – Yes  
 AMO Reading Target Met - No  
 2010-2011 – “B” – AYP 67% (Dr. Phillips HS)  
 55% of students reading at or above grade level  
 76% of students at or above grade level in math  
 80% of students at or above grade level in writing  
 50% of students at or above grade level in science  
 54% of students making a year's worth of progress in reading  
 75% of students making a year's worth of progress in math  
 46% of struggling students making a year's worth of progress in reading  
 59% of struggling students making a year's worth of progress in math  
 2009-2010 – “B” – AYP 74% (Dr. Phillips HS)  
 56% of students reading at or above grade level  
 78% of students at or above grade level in math  
 88% of students at or above grade level in writing  
 53% of students at or above grade level in science  
 58% of students making a year's worth of progress in reading  
 76% of students making a year's worth of progress in math  
 50% of struggling students making a year's worth of progress in reading



61% of struggling students making a year's worth of progress in math  
2008-2009 – “B” – AYP 74% (Dr. Phillips HS)  
57% of students reading at or above grade level  
80% of students at or above grade level in math  
90% of students at or above grade level in writing  
59% of students at or above grade level in science  
57% of students making a year's worth of progress in reading  
77% of students making a year's worth of progress in math  
42% of struggling students making a year's worth of progress in reading  
58% of struggling students making a year's worth of progress in math  
2007-2008 – “A” – AYP 69% (Dr. Phillips HS)  
60% of students reading at or above grade level  
81% of students at or above grade level in math  
89% of students at or above grade level in writing  
53% of students at or above grade level in science  
61% of students making a year's worth of progress in reading  
77% of students making a year's worth of progress in math  
48% of struggling students making a year's worth of progress in reading  
64% of struggling students making a year's worth of progress in math  
2006-2007 – “B” – AYP 69% (Dr. Phillips HS)  
54% of students reading at or above grade level  
78% of students at or above grade level in math  
89% of students at or above grade level in writing  
41% of students at or above grade level in science  
57% of students making a year's worth of progress in reading  
74% of students making a year's worth of progress in math  
45% of struggling students making a year's worth of progress in reading  
60% of struggling students making a year's worth of progress in math  
2005-2006 – “B” – AYP 69% (Dr. Phillips HS)  
51% of students reading at or above grade level  
72% of students at or above grade level in math  
88% of students at or above grade level in writing  
58% of students making a year's worth of progress in reading  
76% of students making a year's worth of progress in math  
56% of struggling students making a year's worth of progress in reading  
2004-2005 – “B” – AYP 70% (Dr. Phillips HS)  
45% of students reading at or above grade level  
70% of students at or above grade level in math  
88% of students at or above grade level in writing  
55% of students making a year's worth of progress in reading  
74% of students making a year's worth of progress in math  
58% of struggling students making a year's worth of progress in reading

**Bridget O. Bresk**

Asst Principal

Years as Administrator: 3

Years at Current School: 2

**Credentials**

Bachelor of Science-Social Sciences  
 Master of Science-Educational Leadership  
 Certifications – Social Science 6-12, School Principal all levels

**Performance Record**

2012-2013 – “pending” – (Dr. Phillips HS)  
 60% of students reading at or above grade level  
 63% of students at or above grade level in math  
 57% of students at or above grade level in writing  
 70% of students at or above grade level in science  
 64% of students making a year's worth of progress in reading  
 64% of students making a year's worth of progress in math  
 56% of struggling students making a year's worth of progress in reading  
 58% of struggling students making a year's worth of progress in math  
 2011-2012 – “A” – (Dr. Phillips HS)  
 57% of students reading at or above grade level  
 57% of students at or above grade level in math  
 87% of students at or above grade level in writing  
 NA of students at or above grade level in science  
 63% of students making a year's worth of progress in reading  
 59% of students making a year's worth of progress in math  
 62% of struggling students making a year's worth of progress in reading  
 66% of struggling students making a year's worth of progress in math  
 AMO Math Target Met – Yes  
 AMO Reading Target Met - No  
 2010-2011 – “A” – AYP 77% (Winter Park HS)  
 65% of students reading at or above grade level  
 83% of students at or above grade level in math  
 84% of students at or above grade level in writing  
 60% of students at or above grade level in science  
 59% of students making a year's worth of progress in reading  
 74% of students making a year's worth of progress in math  
 45% of struggling students making a year's worth of progress in reading  
 59% of struggling students making a year's worth of progress in math

**Jackie S. Ramsey**

Asst Principal

Years as Administrator: 7

Years at Current School: 4

**Credentials**

Bachelor of Science-Social Sciences  
 Master of Science-Educational Leadership  
 Certifications –Social Science 6-12, Athletic Coaching  
 Endorsement,  
 School Principal all levels

**Performance Record**

2012-2013 – “pending” – (Dr. Phillips HS)  
 60% of students reading at or above grade level  
 63% of students at or above grade level in math  
 57% of students at or above grade level in writing  
 70% of students at or above grade level in science  
 64% of students making a year's worth of progress in reading  
 64% of students making a year's worth of progress in math  
 56% of struggling students making a year's worth of progress in reading  
 58% of struggling students making a year's worth of progress in math  
 2011-2012 – “A” – (Dr. Phillips HS)  
 57% of students reading at or above grade level  
 57% of students at or above grade level in math  
 87% of students at or above grade level in writing  
 NA of students at or above grade level in science  
 63% of students making a year's worth of progress in reading  
 59% of students making a year's worth of progress in math  
 62% of struggling students making a year's worth of progress in reading  
 66% of struggling students making a year's worth of progress in math  
 2010-2011 – “B” –AYP 69% (Freedom HS)  
 50% of students reading at or above grade level  
 75% of students at or above grade level in math  
 92% of students at or above grade level in writing  
 51 of students at or above grade level in science  
 54% of students making a year's worth of progress in reading  
 78% of students making a year's worth of progress in math  
 49% of struggling students making a year's worth of progress in reading  
 66% of struggling students making a year's worth of progress in math  
 2009-2010 – “A” –AYP 69% (Freedom HS)  
 50% of students reading at or above grade level  
 76% of students at or above grade level in math  
 87% of students at or above grade level in writing  
 49% of students at or above grade level in science  
 55% of students making a year's worth of progress in reading  
 78% of students making a year's worth of progress in math  
 50% of struggling students making a year's worth of progress in reading

61% of struggling students making a year's worth of progress in math  
2008-2009 – “B” – AYP 90%(Freedom HS)  
51% of students reading at or above grade level  
77% of students at or above grade level in math  
78% of students at or above grade level in writing  
47% of students at or above grade level in science  
58% of students making a year's worth of progress in reading  
80% of students making a year's worth of progress in math  
52% of struggling students making a year's worth of progress in reading  
66% of struggling students making a year's worth of progress in math  
2007-2008 – “A” – AYP 69% (Dr. Phillips HS)  
60% of students reading at or above grade level  
81% of students at or above grade level in math  
89% of students at or above grade level in writing  
53% of students at or above grade level in science  
61% of students making a year's worth of progress in reading  
77% of students making a year's worth of progress in math  
48% of struggling students making a year's worth of progress in reading  
64% of struggling students making a year's worth of progress in math  
2006-2007 – “B” – AYP 69% (Dr. Phillips HS)  
54% of students reading at or above grade level  
78% of students at or above grade level in math  
89% of students at or above grade level in writing  
41% of students at or above grade level in science  
57% of students making a year's worth of progress in reading  
74% of students making a year's worth of progress in math  
45% of struggling students making a year's worth of progress in reading  
60% of struggling students making a year's worth of progress in math

## Instructional Coaches

### # of instructional coaches

2

### # receiving effective rating or higher

(not entered because basis is < 10)

### Instructional Coach Information:

<b>Sarah B. Baxter</b>		
Part-time / District-based	Years as Coach: 3	Years at Current School: 2
<b>Areas</b>	Data, Other	
<b>Credentials</b>	Bachelor of Science Secondary Science and Mathematics Teaching Master of Education Curriculum and Instruction Certifications: Biology (6-12), Earth/Space (6-12), Mathematics (5-9)	
<b>Performance Record</b>	2012-2013 – “pending” – (Dr. Phillips HS) 60% of students reading at or above grade level 63% of students at or above grade level in math 57% of students at or above grade level in writing 70% of students at or above grade level in science 64% of students making a year's worth of progress in reading 64% of students making a year's worth of progress in math 56% of struggling students making a year's worth of progress in reading 58% of struggling students making a year's worth of progress in math 2011-2012 – “B” – AYP 62% (East River High School) 38% of students reading at or above grade level 64% of students at or above grade level in math 94% of students at or above grade level in writing 34 % of students at tier I, 31% of students at tier II, and 35% of students at tier III, with an average of 49% in Biology 47 % of students at tier I, 35% of students at tier II, and 18% of students at tier III, with an average of 45% in Geometry 50% of students making a year's worth of progress in reading 41% of the lowest 25% students making a year's worth of progress in reading 55% of the lowest 25% students making a year's worth of progress in math 2010-2011 – “C” – AYP 62% (East River High School) 45% of students reading at or above grade level 46% of students making a year's worth of progress in reading 41% of struggling students making a year's worth of progress in reading 72% of students at or above grade level in math 69% of students making a year's worth of progress in math 55% of struggling students making a year's worth of progress in math 81% of students are meeting state standards in writing 34% of students at or above grade level in Science 50% of 11th and 12th grade students passed the FCAT Reading Retake 49% of 11th and 12th grade students passed the FCAT Math Retake 2009-2010 – “D” – AYP 59% (East River High School) 40% of students reading at or above grade level	

45% of students making a year's worth of progress in reading  
42% of struggling students making a year's worth of progress in reading  
71% of students at or above grade level in math  
69% of students making a year's worth of progress in math  
53% of struggling students making a year's worth of progress in math  
82% of students are meeting state standards in writing  
30% of students at or above grade level in Science  
2008-2009 Timber Creek High School was a B (505 points) 69% AYP  
2007-2008 Timber Creek High School was a C (533 points) 74% AYP  
2006-2007 Timber Creek High School was a B (512 points) 85% AYP  
2005-2006 Timber Creek High School was a C (394 points) 74% AYP

John Miller		
Part-time / District-based	Years as Coach: 0	Years at Current School: 9
<b>Areas</b>	Reading/Literacy, RtI/MTSS	
<b>Credentials</b>	Bachelor of Science English For Speakers Of Other Languages (esol), Endorsement Professional English, (grades 5 - 9) Professional Middle Grades, Endorsement Professional Physical Education, (grades 6 - 12) Professional Reading, Endorsement Professional	
<b>Performance Record</b>	2012-2013 – “pending” – (Dr. Phillips HS) 60% of students reading at or above grade level 63% of students at or above grade level in math 57% of students at or above grade level in writing 70% of students at or above grade level in science 64% of students making a year's worth of progress in reading 64% of students making a year's worth of progress in math 56% of struggling students making a year's worth of progress in reading 58% of struggling students making a year's worth of progress in math 2011-2012 – “A” – (Dr. Phillips HS) 57% of students reading at or above grade level 57% of students at or above grade level in math 87% of students at or above grade level in writing NA of students at or above grade level in science 63% of students making a year's worth of progress in reading 59% of students making a year's worth of progress in math 62% of struggling students making a year's worth of progress in reading 66% of struggling students making a year's worth of progress in math 2010-2011 – “B” – AYP 67% (Dr. Phillips HS) 55% of students reading at or above grade level 76% of students at or above grade level in math 80% of students at or above grade level in writing 50% of students at or above grade level in science 54% of students making a year's worth of progress in reading 75% of students making a year's worth of progress in math 46% of struggling students making a year's worth of progress in reading 59% of struggling students making a year's worth of progress in math 2009-2010 – “B” – AYP 74% (Dr. Phillips HS) 56% of students reading at or above grade level 78% of students at or above grade level in math 88% of students at or above grade level in writing 53% of students at or above grade level in science 58% of students making a year's worth of progress in reading	

76% of students making a year's worth of progress in math  
50% of struggling students making a year's worth of progress in reading  
61% of struggling students making a year's worth of progress in math  
2008-2009 – “B” – AYP 74% (Dr. Phillips HS)  
57% of students reading at or above grade level  
80% of students at or above grade level in math  
90% of students at or above grade level in writing  
59% of students at or above grade level in science  
57% of students making a year's worth of progress in reading  
77% of students making a year's worth of progress in math  
42% of struggling students making a year's worth of progress in reading  
58% of struggling students making a year's worth of progress in math  
2007-2008 – “A” – AYP 69% (Dr. Phillips HS)  
60% of students reading at or above grade level  
81% of students at or above grade level in math  
89% of students at or above grade level in writing  
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61% of students making a year's worth of progress in reading  
77% of students making a year's worth of progress in math  
48% of struggling students making a year's worth of progress in reading  
64% of struggling students making a year's worth of progress in math  
2006-2007 – “B” – AYP 69% (Dr. Phillips HS)  
54% of students reading at or above grade level  
78% of students at or above grade level in math  
89% of students at or above grade level in writing  
41% of students at or above grade level in science  
57% of students making a year's worth of progress in reading  
74% of students making a year's worth of progress in math  
45% of struggling students making a year's worth of progress in reading  
60% of struggling students making a year's worth of progress in math  
2005-2006 – “B” – AYP 69% (Dr. Phillips HS)  
51% of students reading at or above grade level  
72% of students at or above grade level in math  
88% of students at or above grade level in writing  
58% of students making a year's worth of progress in reading  
76% of students making a year's worth of progress in math  
56% of struggling students making a year's worth of progress in reading  
2004-2005 – “B” – AYP 70% (Dr. Phillips HS)  
45% of students reading at or above grade level  
70% of students at or above grade level in math  
88% of students at or above grade level in writing  
55% of students making a year's worth of progress in reading



74% of students making a year's worth of progress in math  
 58% of struggling students making a year's worth of progress in reading

**Classroom Teachers**

**# of classroom teachers**

174

**# receiving effective rating or higher**

174, 100%

**# Highly Qualified Teachers**

100%

**# certified in-field**

174, 100%

**# ESOL endorsed**

7, 4%

**# reading endorsed**

11, 6%

**# with advanced degrees**

84, 48%

**# National Board Certified**

11, 6%

**# first-year teachers**

19, 11%

**# with 1-5 years of experience**

43, 25%

**# with 6-14 years of experience**

67, 39%

**# with 15 or more years of experience**

45, 26%

**Education Paraprofessionals**

**# of paraprofessionals**

12

**# Highly Qualified**

11, 92%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

25

**# receiving effective rating or higher**

25, 100%

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

1. Mentor-Mentee training(via Title II) for teachers who are new to teaching; CRT
2. Send teachers to conferences/ trainings within district ; CRT
3. Provide in- house training sessions for teachers; Reading Coach, Testing Coordinator, CRT, lead teachers
4. Rigorous hiring process matching certification to position; Administrative team

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

Each new teacher attends Orange County Public Schools Great Beginnings, Dr. Phillips High School New Teacher Orientation, Beginning Teacher Portfolio, Beginning Teacher Portfolio Year Two, Professional Learning Community meetings, monthly new teacher training and meetings with embedded Florida Education Finance Program coverage. Each new teacher is paired with an experienced teacher of similar content area who will help the new teacher learn the curriculum, scope and sequence, and other teaching best practices.

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

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

Students' Florida Comprehensive Assessment Test (FCAT), Florida Assessments for Instruction in Reading (FAIR), and benchmark data are routinely monitored by the faculty and Multi-Tiered System of Support team in order to identify those student in need of tier II and tier III support. Parent and teacher input is also sought to identify students in need of support. Data evaluated includes but is not limited to Florida Comprehensive Assessment Test (FCAT) scores, Comprehensive English Language Learning Assessment (CELLA) scores, Diagnostic Assessments of Reading™ (DAR™) assessment, Florida Assessments for Instruction in Reading (FAIR), Lexiles, End Of Course scores (EOC), Orange County Public Schools benchmark results, teacher common assessment performance, current grades, attendance, and discipline record. The Multi-Tiered System of Support team recommends struggling students receive tier II support initially. If the support is not effective in supporting student needs tier III support is provided. Student progress is reviewed monthly for tier II and biweekly for tier III support.

**Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Multi-Tiered System of Support team members meet during Educational Planning Team meetings to discuss individual students' progress and plan biweekly and as needed by request of parents. Multi-Tiered System of Support Coordinator and Reading/Instructional Coach provide Tier III intervention sessions to selected few students on twice a week (1 hour/day; 2 hours/week per student).

Multi-Tiered System of Support Coordinator and Reading/Instructional Coach provide Tier II interventions to selected small groups of 10th grade Language Arts teachers on twice a week (1 hours/day; 2 hours/ week per student).

Multi-Tiered System of Support Coordinator and Reading/Instructional Coach provide Multi-Tiered System of Support training and needs based tiered intervention support to all teachers.

**Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

Florida Comprehensive Assessment Test scores, End Of Course scores (EOC), Comprehensive English Language Learning Assessment (CELLA) scores, Orange County Public Schools benchmark scores, Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessments of Reading™ (DAR™) assessment, Achieve 3000, Read 180, System 44, and common teacher created assessments are used as monitoring tools by the Multi-Tiered System of Support.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Reading - Florida Comprehensive Assessment Test, Florida Assessments for Instruction in Reading (FAIR), Comprehensive English Language Learning Assessment (CELLA), Read 180, System 44, Achieve 3000, Performance Matters, OCPS Benchmark data, and common assessment data collected by PLC's

Mathematics - Florida Comprehensive Assessment Test, Performance Matters, OCPS Benchmark data, Practice EOC exams, and common assessment data collected by PLC's

Science - Florida Comprehensive Assessment Test, Performance Matters, OCPS Benchmark data, Practice EOC exams, and common assessment data collected by PLC's

Writing - Florida Comprehensive Assessment Test Writes, Comprehensive English Language Learning Assessment (CELLA), Performance Matters, OCPS Writes data, and common assessment data collected by PLC's

Engagement - Attendance, in class behavior (teacher feedback), and discipline records

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

The Multi-Tiered System of Support team will have the initial Multi-Tiered System of Support training. Then the Multi-Tiered System of Support Coordinator and Reading/Instructional Coach will conduct a school wide Multi-Tiered System of Support training. Make-up sessions will be help after school the following week. Additional sessions after school will be provided based on an individual teacher's class data and their student's needs. Need-based tiered intervention support will be provided throughout the academic year.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:** 7,200

Before and after school tutoring in core content areas and Advanced Placement classes.

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Attendance is taken and is compared to student's success in class

**Who is responsible for monitoring implementation of this strategy?**

Curriculum leaders of content areas.

**Strategy:** Before or After School Program

**Minutes added to school year:** 2,400

Teachers meet weekly in professional learning communities to plan curriculum develop common assessments, and discuss data results.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Weekly minutes are collected.

**Who is responsible for monitoring implementation of this strategy?**

Content area administrator

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Eugene Trochinski	Principal
Jackie Ramsey	Assistant Principal
Jenny Beyer	Media Specialist
Ramona Mauro	Media Specialist
Nilam Patel	Language Arts Teacher
Jim Wilson	Language Arts Teacher
John Miller	Reading Coach
John Moran	English Language Learners Reading Teacher

Name	Title
Judy McCormick	Reading Teacher

### **How the school-based LLT functions**

The Literacy Leadership Team will meet once a month to discuss the literacy needs of our students, provide examples of research-based strategies and review data to ensure that literacy is a focus in all content areas. The Reading Coach, Media Specialist, language arts and reading teachers will share the information learned at the LLT Meetings with the faculty.

### **Major initiatives of the LLT**

An intense focus on student achievement via literacy within all content areas including, but not limited to, school-wide literacy activities such as:

- Student Reader of the Month
- Faculty Reader of the Month
- Author's Visits
- Reading class mentors
- Book reviews

## **Every Teacher Contributes to Reading Instruction**

### **How the school ensures every teacher contributes to the reading improvement of every student**

Implementation of the Common Core Literacy Standards  
 Progress monitoring of student success in reading via benchmark/ Florida Assessments for Instruction in Reading Assessment data( Professional Learning Community based)  
 Sharing of FCAT reading, Florida Assessments for Instruction in Reading data via Professional Learning Community to design data driven instructions with emphasis on effective reading in all content areas  
 Sharing of FCAT reading data to ALL teachers via Professional Learning Community to identify level 1 and 2 students, identify their learning needs to design lessons accordingly( skill specific) and to improve their reading skills.

## **College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

Students can take a variety of vocationally based classes that incorporate academic content with the practical experiences. Dual enrollment classes at vocational centers, vocational classes at exceptional education centers, curriculum based instructional classes at local businesses, and vocational classes at the school site give students experiences to apply academics learned to future job experiences.

### **How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

Students meet several times each year with their guidance counselors to update their high school graduation plan. During the spring, counselors work with students in the selection process of classes to meet their 4 year plan as well as post high school plans. The guidance department provides for students meeting times with college visitation/ recruiters from various colleges through the year.

### **Strategies for improving student readiness for the public postsecondary level**

Students are strongly encouraged to take rigorous classes that prepare them for college/Bright Futures award, dual enrollment classes, advanced placement level courses, and vocational/ technical education. All 9th & 10th grade students take the PSAT to prepare for the SAT. All students completing Algebra II are encouraged to take the College Placement test (PERT) for eligibility, college readiness, or college level classes. School trend data show that from 2008 – 2012 an increase each year in the number of graduates completing a college prep curriculum, increase number of graduates eligible for maximum Bright Futures award and increased number of graduates completing at least one advanced placement, Advanced International Certificate of Education (AICE), or dual enrollment class.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	66%	63%	No	69%
American Indian				
Asian	77%	85%	Yes	79%
Black/African American	45%	40%	No	51%
Hispanic	63%	58%	No	67%
White	84%	80%	No	86%
English language learners	43%	21%	No	49%
Students with disabilities	40%	31%	No	46%
Economically disadvantaged	51%	46%	No	56%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	401	23%	27%
Students scoring at or above Achievement Level 4	658	38%	40%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		15%
Students scoring at or above Level 7	14	82%	85%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	1014	68%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	234	62%	64%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	109	55%	57%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	41	21%	23%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	54	27%	29%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	426	52%	55%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	523	57%	65%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

**Area 3: Mathematics**

**High School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	56%	69%	Yes	60%
American Indian				
Asian	71%	90%	Yes	74%
Black/African American	47%	47%	Yes	52%
Hispanic	53%	64%	Yes	57%
White	69%	86%	Yes	72%
English language learners	43%	38%	No	49%
Students with disabilities	38%	40%	Yes	45%
Economically disadvantaged	50%	57%	Yes	55%



**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		44%
Students scoring at or above Level 7	[data excluded for privacy reasons]		55%

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	798	71%	76%
Students in lowest 25% making learning gains (EOC)	207	64%	69%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	381	46%	49%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	298	47%	49%
Students scoring at or above Achievement Level 4	99	15%	16%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	191	24%	27%
Students scoring at or above Achievement Level 4	258	32%	33%

**Area 4: Science**

**High School Science**

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		45%
Students scoring at or above Level 7	[data excluded for privacy reasons]		60%

**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	280	35%	39%
Students scoring at or above Achievement Level 4	283	35%	37%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	0		10
Participation in STEM-related experiences provided for students	0	0%	10%

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	680	20%	22%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		17%	19%
Students taking one or more advanced placement exams for STEM-related courses	464	14%	16%
CTE-STEM program concentrators	30		35
Students taking CTE-STEM industry certification exams	10	33%	35%
Passing rate (%) for students who take CTE-STEM industry certification exams		60%	62%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	1500	40%	41%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	1050	70%	72%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		90%	92%
Students taking CTE industry certification exams	647	43%	45%
Passing rate (%) for students who take CTE industry certification exams		76%	78%
CTE program concentrators	318	21%	22%
CTE teachers holding appropriate industry certifications	8	80%	100%

## Area 8: Early Warning Systems

### High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	731	20%	17%
Students in ninth grade with one or more absences within the first 20 days	83	9%	7%
Students in ninth grade who fail two or more courses in any subject	130	13%	11%
Students with grade point average less than 2.0	543	15%	13%
Students who fail to progress on-time to tenth grade	143	14%	12%
Students who receive two or more behavior referrals	603	16%	12%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	306	8%	6%

### Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	188	20%	18%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	775	91%	93%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	78	60%	62%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	4	8%	6%

## Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Parental involvement targets for the school

Parents have many opportunities to be involved in the school. We have several booster clubs, e.g. sports, band, drama, field trip chaperones, as well as PTSA and SAC. Our parent involvement is measured by the number of volunteer hours that are recorded in the district ADDitions data base.

### Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
ADDitions volunteer hours compared to 3600 student count	773	21%	25%

## Area 10: Additional Targets

### Additional targets for the school

Acquiring faculty recommendations based on AVID requirements to increase the number of AVID students completing honors/Advanced Placement level classes and providing AVID tutors as support system

### Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the percent of AVID students in Honors/Advanced Placement classes	17	83%	85%
Increase the percentang of AVID students scoring 3 or higher on Advanvec Placement exams	8	47%	50%

## Goals Summary

- G1.** Increase the number of students scoring Level 3+ on Reading FCAT 2.0
- G2.** Increase the number of students achieving learning gains on Reading FCAT 2.0
- G3.** Increase the number of students achieving learning gains on Reading FCAT 2.0 for lowest 25%
- G4.** Increase the number of students scoring at or above level 3.5 on Florida Writes
- G5.** Increase the number of students scoring Level 3 on Geometry End of Course Assessment
- G6.** Increase the number of students scoring 4+ on Geometry EOC by 1%
- G7.** Increase the number of students scoring 4+ on Algebra End of Course Assessment
- G8.** Increase the number of students scoring at Level 3 on Algebra End Of Course
- G9.** Increase the number of students scoring Level 3 on Biology End of Course
- G10.** Increase the number of students scoring level 4+ on Biology End of Course

## Goals Detail

### **G1.** Increase the number of students scoring Level 3+ on Reading FCAT 2.0

#### **Targets Supported**

#### **Resources Available to Support the Goal**

- Teachers
- Benchmark tests
- textbooks
- reading programs Achieve 3000 and Read 180

#### **Targeted Barriers to Achieving the Goal**

- lack of student engagement

## Plan to Monitor Progress Toward the Goal

Progress monitor Orange County reading benchmarks results

### Person or Persons Responsible

Assistant Principal for language arts department

### Target Dates or Schedule:

Each administration of the assessment

### Evidence of Completion:

Data report

## G2. Increase the number of students achieving learning gains on Reading FCAT 2.0

### Targets Supported

### Resources Available to Support the Goal

- Provide Reading programs , Read 180, Achieve 3000
- Blocked time for reading

### Targeted Barriers to Achieving the Goal

- Lack of computers in classroom

## Plan to Monitor Progress Toward the Goal

Monitor use of computer program

### Person or Persons Responsible

Reading coach

### Target Dates or Schedule:

Each grading period

### Evidence of Completion:

Data reports

## G3. Increase the number of students achieving learning gains on Reading FCAT 2.0 for lowest 25%

### Targets Supported

### Resources Available to Support the Goal

- Textbook, teachers, online websites

### Targeted Barriers to Achieving the Goal

- Student comfort level with computer based tests

### Plan to Monitor Progress Toward the Goal

Progress monitor students grades each grading period

**Person or Persons Responsible**

Assistant Principal for reading department

**Target Dates or Schedule:**

Each grading period

**Evidence of Completion:**

Grading period grade reports

### G4. Increase the number of students scoring at or above level 3.5 on Florida Writes

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Orange County writing benchmark prompts

**Targeted Barriers to Achieving the Goal**

- Teacher lack of time to process results

### Plan to Monitor Progress Toward the Goal

Increased number of students scoring 3.5 or higher on Orange County writing prompts each time administered

**Person or Persons Responsible**

Assistant Principal

**Target Dates or Schedule:**

February 25-26, 2014

**Evidence of Completion:**

Data reports

### G5. Increase the number of students scoring Level 3 on Geometry End of Course Assessment

**Targets Supported**

- Geometry EOC

**Resources Available to Support the Goal**

- Textbook
- Websites
- Tutoring
- Computer lab

**Targeted Barriers to Achieving the Goal**

- Student lack of engagement

## Plan to Monitor Progress Toward the Goal

Orange County Geometry Benchmark tests

### Person or Persons Responsible

Assistant Principal

### Target Dates or Schedule:

Each administration of benchmark test

### Evidence of Completion:

Benchmark assessment results

## G6. Increase the number of students scoring 4+ on Geometry EOC by 1%

### Targets Supported

- Geometry EOC

### Resources Available to Support the Goal

- textbooks
- websites
- tutoring
- computer labs

### Targeted Barriers to Achieving the Goal

- Lack of honors level Geometry classes

## Plan to Monitor Progress Toward the Goal

Monitor results of Orange County benchmark tests

### Person or Persons Responsible

Assistant Principal for mathematics department

### Target Dates or Schedule:

After each assessment administration

### Evidence of Completion:

data report



## G7. Increase the number of students scoring 4+ on Algebra End of Course Assessment

### Targets Supported

- Algebra 1 EOC

### Resources Available to Support the Goal

- Textbook
- Websites
- Tutoring
- Computer lab

### Targeted Barriers to Achieving the Goal

- Lack of honors level classes

## Plan to Monitor Progress Toward the Goal

Monitor student progress on Orange County benchmark tests

### Person or Persons Responsible

Assistant Principal

### Target Dates or Schedule:

After each assessment administration

### Evidence of Completion:

Data report

## G8. Increase the number of students scoring at Level 3 on Algebra End Of Course

### Targets Supported

- Algebra 1 EOC

### Resources Available to Support the Goal

- Textbook
- Websites
- Tutoring
- Computer lab

### Targeted Barriers to Achieving the Goal

- Lack of student engagement

## Plan to Monitor Progress Toward the Goal

Monitor student scores on Orange County Benchmark tests

### Person or Persons Responsible

Assistant Principal

### Target Dates or Schedule:

After each test administration

### Evidence of Completion:

Data report

## G9. Increase the number of students scoring Level 3 on Biology End of Course

### Targets Supported

- Science - Biology 1 EOC

### Resources Available to Support the Goal

- Textbook
- Tutoring

### Targeted Barriers to Achieving the Goal

- Student lack of test taking skills

## Plan to Monitor Progress Toward the Goal

Progress monitor Orange County biology benchmark results

### Person or Persons Responsible

Assistant Principal

### Target Dates or Schedule:

After each assessment administration

### Evidence of Completion:

Data report

## G10. Increase the number of students scoring level 4+ on Biology End of Course

### Targets Supported

- Science - Biology 1 EOC

### Resources Available to Support the Goal

- Textbook
- Teacher

### Targeted Barriers to Achieving the Goal

- Lack of student participation in more rigorous course

## Plan to Monitor Progress Toward the Goal

Progress monitor Orange County Biology benchmark assessment results

**Person or Persons Responsible**

Assistant Principal

**Target Dates or Schedule:**

After each benchmark assessment administration

**Evidence of Completion:**

Grade data report

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase the number of students scoring Level 3+ on Reading FCAT 2.0

**G1.B2** lack of student engagement

**G1.B2.S1** Provide student reader of the month incentive program

#### Action Step 1

Develop process to recognize students as Reader of the Month candidates

#### Person or Persons Responsible

Media specialists, language arts teachers

#### Target Dates or Schedule

August -September

#### Evidence of Completion

Plan

#### Facilitator:

Media specialists

#### Participants:

Faculty

#### Plan to Monitor Fidelity of Implementation of G1.B2.S1

Monthly announcement of student recipients

#### Person or Persons Responsible

Assistant Principal for Language Arts department

#### Target Dates or Schedule

Every grading period

#### Evidence of Completion

program data

## Plan to Monitor Effectiveness of G1.B2.S1

Number of students recognized

### Person or Persons Responsible

Media Specialist

### Target Dates or Schedule

Each grading period

### Evidence of Completion

Data report

## G2. Increase the number of students achieving learning gains on Reading FCAT 2.0

### G2.B2 Lack of computers in classroom

**G2.B2.S2** Develop a computer lab schedule where students get access to Read 180 and Achieve 3000 programs at least twice a week.

#### Action Step 1

Develop Computer Lab schedule for Reading Labs

#### Person or Persons Responsible

Reading Coach

#### Target Dates or Schedule

Within the first 5 weeks of school

#### Evidence of Completion

Plan

#### Facilitator:

John Miller, Reading Coach

#### Participants:

faculty using reading programs Read 180 and Achieve 3000

### **Plan to Monitor Fidelity of Implementation of G2.B2.S2**

Monitor use of reading programs Read 180 and Achieve 3000

**Person or Persons Responsible**

Reading Coach

**Target Dates or Schedule**

Every 9 weeks

**Evidence of Completion**

Program data

### **Plan to Monitor Effectiveness of G2.B2.S2**

Monitor students progress on computer program

**Person or Persons Responsible**

Reading Teachers, Reading Coach

**Target Dates or Schedule**

Every grading period

**Evidence of Completion**

Data reports

**G3. Increase the number of students achieving learning gains on Reading FCAT 2.0 for lowest 25%**

**G3.B3 Student comfort level with computer based tests**

**G3.B3.S1 Provide classroom tests in a computed based situation to reduce student anxiety**

**Action Step 1**

Use developed classroom assessments given via computer for students to practice computer based testing

**Person or Persons Responsible**

Reading teachers, Reading coach

**Target Dates or Schedule**

At least once per 9 week grading period

**Evidence of Completion**

Data from assessment

**Facilitator:**

Reading coach

**Participants:**

Reading teachers

**Plan to Monitor Fidelity of Implementation of G3.B3.S1**

Use of computer based assessments

**Person or Persons Responsible**

Reading coach

**Target Dates or Schedule**

Each grading period

**Evidence of Completion**

Data of results

## Plan to Monitor Effectiveness of G3.B3.S1

Monitor students progress

### Person or Persons Responsible

Reading coach, Reading teachers

### Target Dates or Schedule

Every grading period

### Evidence of Completion

Data reports

## G4. Increase the number of students scoring at or above level 3.5 on Florida Writes

### G4.B3 Teacher lack of time to process results

#### G4.B3.S1 Provide a temporary duty day for language arts teachers to grade essays of writing prompts

##### Action Step 1

Plan day and place for teachers to grade writing prompts

##### Person or Persons Responsible

Curriculum Resource Teacher

##### Target Dates or Schedule

After each administration of writing prompts

##### Evidence of Completion

Plan

##### Facilitator:

Curriculum Resource Teacher

##### Participants:

Language arts teachers



### Plan to Monitor Fidelity of Implementation of G4.B3.S1

Language Arts teachers attendance for grading writing prompts

#### Person or Persons Responsible

Curriculum Resource Teacher

#### Target Dates or Schedule

After each writing prompt is given.

#### Evidence of Completion

Attendance roster

### Plan to Monitor Effectiveness of G4.B3.S1

Language arts teachers completing task of grading writing prompts

#### Person or Persons Responsible

Assistant Principal

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Results/ grades of writing prompts

## G5. Increase the number of students scoring Level 3 on Geometry End of Course Assessment

### G5.B1 Student lack of engagement

**G5.B1.S1** Provide additional instructional support during the day to increase student confidence in math abilities

#### Action Step 1

Provide after school tutoring for students

#### Person or Persons Responsible

Mathematics teachers

#### Target Dates or Schedule

One hour each day Monday, Tuesday and Thursday

#### Evidence of Completion

Attendance list

### Plan to Monitor Fidelity of Implementation of G5.B1.S1

Monitor the number of students attending sessions

**Person or Persons Responsible**

Math Department Chair(s)

**Target Dates or Schedule**

Each grading period

**Evidence of Completion**

Attendance lists

### Plan to Monitor Effectiveness of G5.B1.S1

Monitor the students and their grade in Geometry class

**Person or Persons Responsible**

Geometry teachers, geometry students

**Target Dates or Schedule**

Each grading period

**Evidence of Completion**

Student grades

## G6. Increase the number of students scoring 4+ on Geometry EOC by 1%

### G6.B1 Lack of honors level Geometry classes

#### G6.B1.S1 Place level three students in rigorous geometry class

**Action Step 1**

Identify students acquiring level 3 or higher in previous year math assessment

**Person or Persons Responsible**

Guidance Counselors

**Target Dates or Schedule**

August

**Evidence of Completion**

List of students

**Action Step 2**

schedule identified students into honors level geometry sections

**Person or Persons Responsible**

Guidance Counselors

**Target Dates or Schedule**

August-September

**Evidence of Completion**

Student schedules

**Plan to Monitor Fidelity of Implementation of G6.B1.S1**

Monitor proper placement of students in honors level class

**Person or Persons Responsible**

Mathematics teachers

**Target Dates or Schedule**

August- September

**Evidence of Completion**

Class rosters

**Plan to Monitor Effectiveness of G6.B1.S1**

Monitor students progress in rigorous class

**Person or Persons Responsible**

mathematics teachers

**Target Dates or Schedule**

each grading period

**Evidence of Completion**

quarterly grades

**G7. Increase the number of students scoring 4+ on Algebra End of Course Assessment**

**G7.B1 Lack of honors level classes**

**G7.B1.S1 Place level three students in more rigorous algebra class**

**Action Step 1**

Identify students acquiring level 3 and above in previous year math assessment

**Person or Persons Responsible**

Guidance counselors

**Target Dates or Schedule**

August

**Evidence of Completion**

List of students

**Action Step 2**

Schedule identified students into honors algebra sections

**Person or Persons Responsible**

Guidance counselors

**Target Dates or Schedule**

August - September

**Evidence of Completion**

Student schedules

**Plan to Monitor Fidelity of Implementation of G7.B1.S1**

Student proper placement in honors class

**Person or Persons Responsible**

Algebra teachers

**Target Dates or Schedule**

By first grading period

**Evidence of Completion**

Student roster

### Plan to Monitor Effectiveness of G7.B1.S1

Monitor progress of students in honors class

#### Person or Persons Responsible

Mathematics teachers, guidance counselors

#### Target Dates or Schedule

Each grading period

#### Evidence of Completion

Student assessment data

### G8. Increase the number of students scoring at Level 3 on Algebra End Of Course

#### G8.B1 Lack of student engagement

**G8.B1.S1** Provide additional instructional support during the week to increase student confidence in math abilities

#### Action Step 1

Provide tutoring one hour per day for 3 days a week after school

#### Person or Persons Responsible

Mathematics teachers

#### Target Dates or Schedule

Monday, Tuesday and Thursday each week

#### Evidence of Completion

Student attendance sheet

### Plan to Monitor Fidelity of Implementation of G8.B1.S1

Monitor student use of tutoring opportunity

#### Person or Persons Responsible

Mathematics department chair(s)

#### Target Dates or Schedule

Each grading period

#### Evidence of Completion

Data report

### Plan to Monitor Effectiveness of G8.B1.S1

Monitor students grades

#### Person or Persons Responsible

Mathematics teachers

#### Target Dates or Schedule

Each grading period

#### Evidence of Completion

Grade report

### G9. Increase the number of students scoring Level 3 on Biology End of Course

#### G9.B2 Student lack of test taking skills

#### G9.B2.S1 Provide students with test taking strategies for computer based testing

##### Action Step 1

Provide computer test taking opportunities throughout the school year

#### Person or Persons Responsible

Biology teachers

#### Target Dates or Schedule

Each grading period

#### Evidence of Completion

Lesson plans

### Plan to Monitor Fidelity of Implementation of G9.B2.S1

Students use of computer labs to take biology tests

#### Person or Persons Responsible

Science department chair(s)

#### Target Dates or Schedule

Each grading period

#### Evidence of Completion

Computer lab schedule

### Plan to Monitor Effectiveness of G9.B2.S1

Progress monitor grade in biology classes

#### Person or Persons Responsible

Assistant Principal

#### Target Dates or Schedule

Each grading period

#### Evidence of Completion

Data report

### G10. Increase the number of students scoring level 4+ on Biology End of Course

#### G10.B1 Lack of student participation in more rigorous course

#### G10.B1.S2 Schedule identified students into honors level Biology class

##### Action Step 1

Level 3 students scheduled in honors level classes

#### Person or Persons Responsible

Guidance counselors

#### Target Dates or Schedule

August-September

#### Evidence of Completion

Students schedules

### Plan to Monitor Fidelity of Implementation of G10.B1.S2

Level three reading students are scheduled in rigorous Biology class

#### Person or Persons Responsible

Biology Teachers

#### Target Dates or Schedule

August-September

#### Evidence of Completion

Class rosters

## Plan to Monitor Effectiveness of G10.B1.S2

Progress monitor students grades in Biology honors classes

### **Person or Persons Responsible**

Biology teachers

### **Target Dates or Schedule**

Each grading period

### **Evidence of Completion**

Grade data report



## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title II funds will be used to fund substitutes in order to allow teachers to attend professional development opportunities such as Common Core Training, Algebra Articulation Meetings with our feeder Middle schools, OCPS Writes, and Lesson Study.

SAI funds will be used to partially finance Reading curriculum - Achieve 3000.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

### G1. Increase the number of students scoring Level 3+ on Reading FCAT 2.0

#### G1.B2 lack of student engagement

##### G1.B2.S1 Provide student reader of the month incentive program

###### PD Opportunity 1

Develop process to recognize students as Reader of the Month candidates

###### Facilitator

Media specialists

###### Participants

Faculty

###### Target Dates or Schedule

August -September

###### Evidence of Completion

Plan

**G2. Increase the number of students achieving learning gains on Reading FCAT 2.0**

**G2.B2 Lack of computers in classroom**

**G2.B2.S2** Develop a computer lab schedule where students get access to Read 180 and Achieve 3000 programs at least twice a week.

**PD Opportunity 1**

Develop Computer Lab schedule for Reading Labs

**Facilitator**

John Miller, Reading Coach

**Participants**

faculty using reading programs Read 180 and Achieve 3000

**Target Dates or Schedule**

Within the first 5 weeks of school

**Evidence of Completion**

Plan

**G3. Increase the number of students achieving learning gains on Reading FCAT 2.0 for lowest 25%**

**G3.B3 Student comfort level with computer based tests**

**G3.B3.S1** Provide classroom tests in a computed based situation to reduce student anxiety

**PD Opportunity 1**

Use developed classroom assessments given via computer for students to practice computer based testing

**Facilitator**

Reading coach

**Participants**

Reading teachers

**Target Dates or Schedule**

At least once per 9 week grading period

**Evidence of Completion**

Data from assessment

**G4.** Increase the number of students scoring at or above level 3.5 on Florida Writes

**G4.B3** Teacher lack of time to process results

**G4.B3.S1** Provide a temporary duty day for language arts teachers to grade essays of writing prompts

**PD Opportunity 1**

Plan day and place for teachers to grade writing prompts

**Facilitator**

Curriculum Resource Teacher

**Participants**

Language arts teachers

**Target Dates or Schedule**

After each administration of writing prompts

**Evidence of Completion**

Plan

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Increase the number of students scoring Level 3+ on Reading FCAT 2.0	\$300
G2.	Increase the number of students achieving learning gains on Reading FCAT 2.0	\$1,000
G4.	Increase the number of students scoring at or above level 3.5 on Florida Writes	\$2,000
Total		\$3,300

### Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Other	Total
Title II	\$1,000	\$0	\$1,000
Title II funds	\$2,000	\$0	\$2,000
grants, donations	\$0	\$300	\$300
Total	\$3,000	\$300	\$3,300

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

#### G1. Increase the number of students scoring Level 3+ on Reading FCAT 2.0

##### G1.B2 lack of student engagement

##### G1.B2.S1 Provide student reader of the month incentive program

#### Action Step 1

Develop process to recognize students as Reader of the Month candidates

#### Resource Type

Other

#### Resource

Incentives to support students participation/ recognition

#### Funding Source

grants, donations

#### Amount Needed

\$300

**G2. Increase the number of students achieving learning gains on Reading FCAT 2.0**

**G2.B2 Lack of computers in classroom**

**G2.B2.S2** Develop a computer lab schedule where students get access to Read 180 and Achieve 3000 programs at least twice a week.

**Action Step 1**

Develop Computer Lab schedule for Reading Labs

**Resource Type**

Professional Development

**Resource**

Provide time for teachers to plan/ implement reading computer programs

**Funding Source**

Title II

**Amount Needed**

\$1,000

**G4. Increase the number of students scoring at or above level 3.5 on Florida Writes**

**G4.B3 Teacher lack of time to process results**

**G4.B3.S1** Provide a temporary duty day for language arts teachers to grade essays of writing prompts

**Action Step 1**

Plan day and place for teachers to grade writing prompts

**Resource Type**

Professional Development

**Resource**

Staff development

**Funding Source**

Title II funds

**Amount Needed**

\$2,000