

# 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: Worthington High School	District Name: Palm Beach County
Principal: Mr. Victor Frias	Superintendent: Mr. E. Wayne Gent
SAC Chair: Mr. Alcides Arrieta	Date of School Board Approval: December 2012

**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	Victor Frias	<p>BS ED in Elementary Education</p> <p>MS ED in Bilingual Special Education</p> <p>MS ED Instructional Leadership and Supervision</p> <p>Doctoral Religious Education</p> <p>Certification in Social Science 6-12 Instructional Leadership and Supervision</p>	1	13	<table border="0"> <tr> <td></td> <td>'11</td> <td>'10</td> <td>'09</td> </tr> <tr> <td>School Grade</td> <td>N/A</td> <td>C</td> <td>D</td> </tr> <tr> <td>AYP</td> <td>N</td> <td>N</td> <td>N</td> </tr> <tr> <td>High Standards Rdg.</td> <td>23</td> <td>25</td> <td>22</td> </tr> <tr> <td>High Standards Math</td> <td>58</td> <td>57</td> <td>53</td> </tr> <tr> <td>Lrng Gains-Rdg.</td> <td>36</td> <td>36</td> <td>39</td> </tr> <tr> <td>Lrng Gains-Math</td> <td>63</td> <td>71</td> <td>69</td> </tr> <tr> <td>Gains-Rdg-25%</td> <td>48</td> <td>36</td> <td>51</td> </tr> <tr> <td>Gains-Math-25%</td> <td>52</td> <td>76</td> <td>74</td> </tr> </table>		'11	'10	'09	School Grade	N/A	C	D	AYP	N	N	N	High Standards Rdg.	23	25	22	High Standards Math	58	57	53	Lrng Gains-Rdg.	36	36	39	Lrng Gains-Math	63	71	69	Gains-Rdg-25%	48	36	51	Gains-Math-25%	52	76	74
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Assistant Principal	Cassandra Oliver	<p>M.S. Ed., Educational Leadership, B.S. Ed., English</p> <p>Certified in Elementary Education (K-6th Grades), ESOL, Reading k-12</p>			<table border="0"> <tr> <td></td> <td>'11</td> <td>'10</td> </tr> <tr> <td>School Grade</td> <td>X</td> <td>X</td> </tr> <tr> <td>AYP</td> <td>X</td> <td>X</td> </tr> <tr> <td>High Standards Rdg.</td> <td>X</td> <td>X</td> </tr> <tr> <td>High Standards Math</td> <td>X</td> <td>X</td> </tr> <tr> <td>Lrng Gains-Rdg.</td> <td>X</td> <td>X</td> </tr> <tr> <td>Lrng Gains-Math</td> <td>X</td> <td>X</td> </tr> <tr> <td>Gains-Rdg-25%</td> <td>X</td> <td>X</td> </tr> <tr> <td>Gains-Math-25%</td> <td>X</td> <td>X</td> </tr> </table>		'11	'10	School Grade	X	X	AYP	X	X	High Standards Rdg.	X	X	High Standards Math	X	X	Lrng Gains-Rdg.	X	X	Lrng Gains-Math	X	X	Gains-Rdg-25%	X	X	Gains-Math-25%	X	X									
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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 Specialist Coordinator	Debra Berlin	MS ED in Administration & Supervision  Endorsements: K-12 Reading K-12 Special Education	1	21	<table border="1"> <thead> <tr> <th></th> <th>'11</th> <th>'10</th> </tr> </thead> <tbody> <tr> <td>School Grade</td> <td>X</td> <td>X</td> </tr> <tr> <td>AYP</td> <td>X</td> <td>X</td> </tr> <tr> <td>High Standards Rdg.</td> <td>X</td> <td>X</td> </tr> <tr> <td>High Standards Math</td> <td>X</td> <td>X</td> </tr> <tr> <td>Lrng Gains-Rdg.</td> <td>X</td> <td>X</td> </tr> <tr> <td>Lrng Gains-Math</td> <td>X</td> <td>X</td> </tr> <tr> <td>Gains-Rdg-25%</td> <td>X</td> <td>X</td> </tr> <tr> <td>Gains-Math-25%</td> <td>X</td> <td>X</td> </tr> </tbody> </table>		'11	'10	School Grade	X	X	AYP	X	X	High Standards Rdg.	X	X	High Standards Math	X	X	Lrng Gains-Rdg.	X	X	Lrng Gains-Math	X	X	Gains-Rdg-25%	X	X	Gains-Math-25%	X	X
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Reading Coach	Lanessa Stokes	MS ED in Reading BS ED-Elementary ED ESOL Endorsed Reading Endorsed	1	3	<table border="1"> <thead> <tr> <th></th> <th>'11</th> <th>'10</th> </tr> </thead> <tbody> <tr> <td>School Grade</td> <td>X</td> <td>X</td> </tr> <tr> <td>AYP</td> <td>X</td> <td>X</td> </tr> <tr> <td>High Standards Rdg.</td> <td>X</td> <td>X</td> </tr> <tr> <td>High Standards Math</td> <td>X</td> <td>X</td> </tr> <tr> <td>Lrng Gains-Rdg.</td> <td>X</td> <td>X</td> </tr> <tr> <td>Lrng Gains-Math</td> <td>X</td> <td>X</td> </tr> <tr> <td>Gains-Rdg-25%</td> <td>X</td> <td>X</td> </tr> <tr> <td>Gains-Math-25%</td> <td>X</td> <td>X</td> </tr> </tbody> </table>		'11	'10	School Grade	X	X	AYP	X	X	High Standards Rdg.	X	X	High Standards Math	X	X	Lrng Gains-Rdg.	X	X	Lrng Gains-Math	X	X	Gains-Rdg-25%	X	X	Gains-Math-25%	X	X
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### Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Regular Meetings for new teachers with administration.	Dr. Frias, Principal	June 30, 2013

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<p>2. Prior to the beginning of school year 2012-2013, personnel not deemed highly qualified will complete a self-evaluation documenting progress towards requirements for becoming highly qualified. Personnel department will provided each individual with a prescription of steps toward becoming highly qualified.</p>	<p>Dr. Frias, Principal</p>	<p>June 30, 2013</p>
<p>3. Provide support staff services to enhance teacher effectiveness with parent contacts, data analysis, professional devices, and incentive awards</p>	<p>Ms. C. Oliver, Assistant Principal SPED Specialist, Reading Coach</p>	<p>October 15, 2012 March 15, 2013</p>
<p>4. Regular meetings between new teachers and administration.</p>	<p>Dr. Frias, Principal Ms. Oliver, Assistant Principal, Reading Coach</p>	<p>June 30, 2013</p>
<p>5. Teachers-Teachers.com</p>	<p>Dr. Frias, Principal</p>	<p>June 30, 2013</p>

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***Non-Highly Effective Instructors***

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
N/A	N/A

***Staff Demographics***

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
6	1. 16.7	(4) 66.7	(1) 16.7	0	2. 50	3. 66.7	1. 16.7	0	2. 33.2

***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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Alcides Arrieta	Belonde Jean Louis	Mr. Jean Louis is a first year teacher	<p>+ Review application activities relating to all major areas of standard operation and best practices in the classroom.</p> <p>+ Regular meetings to discuss individual student attendance and overall strategies for improving student attendance.</p> <p>+ Regular meetings to discuss individual student academic performance and overall strategies for improving student performance in coursework and on standardized exams.</p> <p>+Classroom observations and follow-up to address best practices in the area of classroom management.</p>



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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

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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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, Assistant Principal, ESE Teacher, Reading Teacher, Advisory Teacher, Career Coach, Security Specialist, Family Support Specialist

Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The RTI team will meet on a bi-monthly basis to consider students for recommendation or already recommended; Emergency sessions will be called for urgent interventions needed based upon classroom and/or other school-related events that may impact student achievement, school participation or school operations.

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

The RtI lead team meets on a consistent basis in order to ensure that the goals and objectives set forth in the School Improvement Plan are being met. Additionally, the RtI team has representatives present at the SAC meetings in order to School Wide Florida's Continuous Improvement Model develop and monitor the School Improvement Plan. The team provided the SAC with data on academic areas that need improvement, budgeting hurdles, and helped develop the goals, strategies, and interventions to be implemented during the 2012-2013 school year.

#### 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 used will be PMRN, FAIR, Baseline and Interim Assessments, State Math and Science assessments, FCAT, and school site specific assessments. Pre-District Benchmark assessment Data from the Baseline and Interim Assessments will be used to guide instructional decisions and systems procedures which will include allocation of school resources, delivery of curriculum and instruction to meet students' needs, create student growth trajectories in order to implement and deliver intervention.

Describe the plan to train staff on MTSS. Professional Development (PD) will be provided to teachers on Teacher Workdays that have been designated as Professional Development Day(s). Additionally, teachers will be given professional development during common planning time. The RTI team will have an initial PD for all faculties in August and will meet again in November. The team will provide additional PD to staff as deemed appropriate. The ESE teacher will participate in all district sponsored trainings on RtI.

Describe the plan to support MTSS.

The plan will be supported by the reading school administration, Reading Coach, advisory teachers and career coach-By-weekly meetings will be conducted to discuss, monitor and assess and determine level of student growth and need for further interventions. This data will be measured and distributed to all stakeholders through the progress monitoring process.

### *Literacy Leadership Team (LLT)*

#### School-Based Literacy Leadership Team

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Identify the school-based Literacy Leadership Team (LLT). Victor Frias (Principal), Cassandra Oliver (Assistant Principal), Lanessa Stokes-(Reading Teacher),(English Teacher, Nigeri Clarke), Hazel DeNobriega(ESE Teacher), and Gomere Charles (Career Coach).

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The team will meet monthly to review student data and identify the students who are showing mastery and those students who are not meeting the benchmarks. Each student will be discussed individually and intensive intervention plans will be developed accordingly. Based upon available data, the team will identify resources available and professional development needed. The team will articulate with instructional staff on the outcomes of the meetings and continuously keep them abreast of new information.

What will be the major initiatives of the LLT this year? The goals will be to improve the percentage of students meeting mastery and increase the percentage of students with learning gains, as well as properly serving the needs of the lowest quartile to better prepare them for success on the Reading, Math, Science and EOC FCAT Exams. The implementation of Reading Plus offers remediation through intensive reading classes and will allow students who have already achieved mastery to further advance their reading skills after school. In addition, students will see an increase rigor throughout all classes. These initiatives will be implemented with fidelity and will be supplemented by other strategies such as the usage of differentiated strategies across the curriculum, providing modeling and coaching by reading coach and administration for teachers and students and pull-out tutoring.

### ***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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Revised April 29, 2011

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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 teachers in the area of Mathematics, Science, Social Studies and English will implement the following Reading Strategies: Graphic Organizers, and FCAT Reading Task Cards. Implementation of these strategies will be monitored through classroom observations, walkthroughs, APEX Assessments, and Course Specific Progress Monitoring Logs.

### ***\*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 who enroll in the school will work with the Career Coordinator and teacher/mentor to determine interest and aptitude for post-secondary plans. While some students will pursue vocational programs, others will seek employment or enroll in a two or four year college.

An Integrated Math I and II course will also be offered as foundation courses. These courses integrate the primary core math concepts (Algebra, Geometry, Pre-Calculus, and Trigonometry). Additionally, the course addresses how these math concepts relate to each other, other contents, and postsecondary career tracks. A curriculum delivered via Bridge Connect (FDIC Curriculum) serves to connect math concepts with real world application and provides students with a foundation for financial literacy.

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?

Every student meets one-on-one with the Career Coach to review their coursework taken.

### ***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](#).

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Worthington High School will develop a partnership with other institutions of higher education. This partnership will enable students to begin taking college placement tests to determine the level of remediation needed in preparation for post-secondary studies. Students who perform at a high proficiency level will be encouraged to take Advanced Placement and/or Dual Enrollment classes at post-secondary institutions. Presentations from professional representatives of post-secondary programs will also be provided for the students. All students will participate in the Reading Plus curriculum which provides an opportunity to advance reading skills through the postsecondary level. A series of integrated math courses will be offered as well as higher level curriculum (i.e. pre-calculus) to ensure that students are prepared for college level math. Students will be encouraged to sit for the ACT and SAT college entrance exams as well as the ASVAB. Test Gear through Choices.com will be readily available for preparation for college entrance and placement exams. The PERT and addition to assigning students for college appropriate college readiness and or Apex courses will be utilized to assist students with the post high school learning experience.

Prior to graduating, all students will be required to submit a transition portfolio. This portfolio will include all postsecondary planning activities as described in the response to the previous question. Activities will include a thorough investigation of public postsecondary educational settings to include admissions criteria, application processes and financial aid assistance.

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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]).

<b>Reading Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</b>	1A.1. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 2 – Reading Application-District Wide	1A.1. Utilize grade-level appropriate texts that include identifiable author's purpose for writing, including informing, telling a story, conveying a particular mood, entertaining, and explaining	1A.1. RtI Team, reading coach , assistant principal and advisory teachers(Literacy Leadership Team)	1A.1. Review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed	1A.1. Formative: Baseline and Interim Assessment results, FAIR, Computer Assisted Program- APEX, Reading Plus  Summative: Results from 2013 FCAT Reading Assessment		

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<u>Reading Goal #1A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>						
<i>Enter narrative for the goal in this box.</i>  First Year School No Data-								
	<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>						
		IA.2. The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1 – Vocabulary (District Wide)	IA.2. Provide a variety of instructional strategies and activities that include vocabulary word maps, concept maps, word walls, dictionaries, instruction in shades of meaning, and context, affix or roots words, reading from a wide variety of texts	IA.2. Principal, Assistant Principal, Reading Coach, Advisory Teachers (Literacy Leadership Team)	IA.2. Review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed	IA.2. Formative: Baseline and Interim Assessment results, FAIR, Computer Assisted Program- APEX, Reading Plus Summative: Results from 2013 FCAT Reading Assessment		
		IA.3. The area that showed minimal growth and would require students to maintain or improve as noted on the 2012 administration of the FCAT Reading was Reporting Category 4- Informational Text/research Process	IA.3. Provide a variety of instructional strategies and abilities that include building strong arguments to support answers, exploring shades of meaning, using reciprocal teaching and question-answer relationships, questioning the author, and summarizing	IA.3. Principal, Assistant Principal, Reading Coach, Advisory Teachers (Literacy Leadership Team)	IA.3. Review formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed	IA.3. Formative: Baseline and Interim Assessment results, FAIR, Computer Assisted Program- APEX, Reading Plus Summative: Results from 2013 FCAT Reading Assessment		



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<p><b>1B. Florida Alternate Assessment:</b>  <b>Students scoring at Levels 4, 5, and 6 in reading.</b></p>							
<p><u>Reading Goal #1B:</u>   <i>Enter narrative for the goal in this box.</i>                   First Year School                  No Data</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		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		
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</b>	2A.1.Limited exposure and background learning experiences	2A.1.Provide Reading Plus 4.0 to improve student reading achievement	2A.1.Advisory teachers, reading coach, Assistant Principal	2A.1.Reading Plus pre/post Diagnostic Reports monitoring and assessments-mini diagnostic reports will be utilized to ensure student proficiency is maintained from level to level	2A.1. Daily evaluation and diagnostic reports		
<b>Reading Goal #2A:</b> <i>First Year School No Data</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>					
		2A.2.Parental involvement and student engagement	2A.2.provide on-going feedback via phone links and newsletters to parents and student progress reports. Identify pull out list for additional enrichment as needed	2A.2.Assistant Principal, reading Coach	2A.2.Family Nights, contact logs monitoring of parent use of My Success on Dashboard	2A.2.Student participation and enrollment in diagnostic and other state wide assessments	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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

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<p><b>3A. FCAT 2.0:</b>  <b>Percentage of students making learning gains in reading.</b></p>	<p>3A.1.          The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 3 Literary Analysis/ Fiction/ Nonfiction- (District Wide)</p>	<p>3A.1.          Provide opportunities for students to identify and interpret elements of story structure within a text. Help students understand character development, character point of view by asking "What does he think, what is his attitude toward... and what did he say to let me know?" Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification. Use text features (subtitles, headings, charts, graphs, diagrams, etc) to locate, interpret, and organize information.</p>	<p>3A.1.          RtI Team, Principal, Assistant Principal, Reading Coach, advisory teachers-(Literacy Team)</p>	<p>3A.1. Review formative bi-weekly assessment data reports to ensure progress is being made and adjust intervention as needed</p>	<p>3A.1.          Baseline and Interim Assessment results, FAIR, Computer Assisted Program- APEX, Reading Plus, and results from 2013 FCAT Reading Assessments</p>		
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<b>Reading Goal #3A:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<b>New School-No Data</b>	<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>					
		3A.2.Lack of commitment from students and families to participate in FCAT Camp activities and other preparatory sessions	3A.2.Increase differentiated instruction in intensive reading class	3A.2.Reading Coach, Assistant Principal	3A.2. reading Review formative bi-weekly assessment data reports to ensure progress is being made and adjust intervention as n	3A.2. Baseline and Interim Assessment results, FAIR, Computer Assisted Program-APEX, Reading Plus, and results from 2013 FCAT Reading Assessments	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</b>	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
<b>Reading Goal #3B:</b> <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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	<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>					
		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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<p><b>4A. FCAT 2.0:</b>  <b>Percentage of students in lowest 25% making learning gains in reading.</b></p>	<p>4A.1.          The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 3 Literary Analysis/ Fiction/ Nonfiction: Explain and Identify the purpose of text features.</p>	<p>4A.1.          Use biographies, diary entries, poetry, and drama to teach students to identify and interpret elements of story structure within and across texts. Help students understand character development, character point of view by asking “What does he think, what is his attitude toward... and what did he say to let me know?” Use poetry to practice identifying descriptive language that defines moods and provides imagery. Note how authors use figurative language such as similes, metaphors, and personification.</p>	<p>4A.1.          RtI Team, Principal, Assistant Principal, Reading Coach, and advisory teacher-(Literacy Leadership Team)</p>	<p>4A.1.          Review formative bi-weekly assessment data reports to ensure progress is being made and adjust intervention as needed</p>	<p>4A.1.          Baseline and Interim Assessment results, FAIR, Computer Assisted Program- APEX, Reading Plus, and results from 2013FCAT Reading Assessment</p>		
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<b>Reading Goal #4A:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<b>New School-No Data</b>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
<b>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.</b>	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.	
<b>Reading Goal #4B:</b> <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>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	4B.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	
<b>5A. In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>						
<u>Reading Goal #5A:</u> <i>Enter narrative for the goal in this box.</i> <b>1<sup>st</sup> Year School-no prior data</b>							
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		
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b>	5B.1. Black: 5A.1. Black: The area of deficiency as noted on the 2012 administration of the FCAT Reading Test was Reporting Category 1: Vocabulary – Identify and understands the meaning of conceptually advanced prefixes, suffixes, and root words.	5B.1. Provide students with more practice on prefixes, suffixes, root words, synonyms, and antonyms. Teachers should emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.	5B.1. Reading Coach, advisory teachers-(Literacy Leadership Team)	5B.1. Review formative bi-weekly assessment data reports to ensure progress is being made and adjust intervention as needed	5B.1. Baseline and Interim Assessment results, FAIR, Computer Assisted Program- APEX, Reading Plus, and results from 2013 FCAT Reading Assessment		
<u>Reading Goal #5B:</u> <i>Enter narrative for the goal in this box.</i> <b>New School-No Data</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<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:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>	5C.1. Students have lack of comprehension due to language barrier	5C.1. Provide differentiated instruction; use of APEX Literacy Advantage Courses to address various learning modalities	5C.1. Reading Coach, Advisory Teachers and Assistant Principal	5C.1. Classroom Walkthrough, individual progress monitoring logs,	5C.1. CELLA, IP, classroom observations-Apex Completion course		
<u>Reading Goal #5C:</u> <i>New School No Data</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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<p><b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b></p>	<p>5D.1. Varying Exceptional ities, shorter attention span and comprehension of content matter</p>	<p>5D.1.Differentiated instruction, provide real meaningful and tangible learning experiences through the use of the Khan Academy to teach, reteach, and enrich across the curriculum.</p>	<p>5D.1.Advisory teachers, reading Coach, Assistant Principal</p>	<p>5D.1. Classroom Walkthrough, individual progress monitoring logs,</p>	<p>5D.1. classroom observations- Apex Completion course</p>		
<p><u>Reading Goal #5D:</u>  <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		<p>5D.2.</p>	<p>5D.2.</p>	<p>5D.2.</p>	<p>5D.2.</p>	<p>5D.2.</p>	
		<p>5D.3.</p>	<p>5D.3.</p>	<p>5D.3.</p>	<p>5D.3.</p>	<p>5D.3.</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 subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b>	5E.1. Students lack support and have poor eating habits which may lead to poor motivation and lack of engagement	5E.1. Identify resources and agencies within the community to support students and families. These resources include: Housing, health, financial and INS assistance.	5E.1. family Support Specialist, Career Coach, Principal and Assistant Principal	5E.1. Use of surveys and student feedback from agencies, parents and student	5E.1. Increased student performance on assessments, APEX and Reading Plus activities.		
<u>Reading Goal #5E:</u> <i>New School No Data</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>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

### Reading Professional Development

<b>Professional Development (PD) aligned with</b>						
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<b>Strategies through Professional Learning Community (PLC) or PD Activities</b> 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
FAIR	9-12/Reading	FLDOE Trainer	Administration and Reading Teacher	August 8-19, 2012	Review of data	Debra Berlin, Reading Coach
Reading Plus 4.0 Training Ruby Payne's: A Framework for Understanding Poverty Training	9-12/All	Reading Plus Trainer Principal	All Staff	August 8-19, 2012 October 19, 2012	Weekly review of performance data Teacher-student relationship-trust building	Cassandra Oliver, AP and Lanessa Stokes Reading Teacher Victor Frias-Principal
SQ3R study system Common Core	9-12/All	Corporate Director of Reading	All Staff	August 8-19, 2012 August, 13-17, 2012	Monthly student portfolio reviews/audits	Victor Frias, Principal, Cassandra Oliver, AP and Lanessa Stokes Reading Teacher

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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
Using APEX curriculum	Technology based curriculum	Corporate Office	\$1,000.00
<b>Subtotal:\$1,000.00</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Computer/license upgrades	To upgrade existing software	Corporate Office	\$500.00
<b>Subtotal:\$500.00</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
APEX curriculum training	APEX curriculum training	Corporate	\$500.00
NWEA training	NWEA training	Corporate	\$500.00
<b>Subtotal:\$1,000.00</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
			\$2,500.00
<b>Subtotal:</b>			
<b>\$2,500.00 Total:</b>			

*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]).

<b>CELLA Goals</b>	<b>Problem-Solving Process to Increase Language Acquisition</b>					
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	
<b>1. Students scoring proficient in listening/speaking.</b>	1.1. In CELLA testing, one of the test areas that noted an area of deficiency is in Listening Comprehension. (District – Wide)	1.1. Provide students with opportunities to use language experience approaches to help them produce language in response to multisensory experiences such as creating personal view representations, repetition of words in sentences, and paraphrasing excerpts of passages to develop vocabulary and important concepts from excerpts	1.1.Literacy Leadership Team and administration who will monitor and assess the strategies being implemented	1.1. The school leadership team will meet monthly or as needed to disseminate data and monitor progress to student progress. Strategies will be realigned to ensure student success	1.1. Formative: Student work Summative: 2013 CELLA	
<u>CELLA Goal #1:</u> <i>Enter narrative for the goal in this box.</i> No Data-New School	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
	<i>Enter numerical data for current level of performance in this box.</i>					

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		1.2. Students enrolled at Worthington High School have a history of being transient.  The students are still learning and or adapting to second language acquisition and literary skills in their home language while emerging English skills through the school experience.	1.2. APEX and MY reading Coach programs in Language Acquisition. The school will utilize an enrichment approach that will include pullouts in Writing, Math and Reading.  Resources such as: Reading Plus, My Reading Coach and Khans Academy.	1.2. The ESOL Endorsed Advisory Teachers will also monitor students' growth through discussions, parent conferences, and APEX assessments along with administration	1.2. Monthly progress reports as well as monitoring performance and credit course completion within five week span.	1.2. CELLA Results to determine level of Listening/ Speaking skills to increase Reading and Writing skills.  Fall and Winter Diagnostics, FCAT/EOC Examinations.  School-Wide APEX Assessments
		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	
<b>2. Students scoring proficient in reading.</b>	2.1. In CELLA testing, one of the test areas that noted an area of deficiency is in Reading Comprehension. (District Wide Data)	2.1. Teachers will activate students prior knowledge to develop meaning for students. Provide a variety of instructional strategies that will help students practice make story predictions, participate in read aloud, identify vocabulary using context clues, develop and analyze graphic organizers and use reciprocal teaching techniques to aid them while reading for understanding	2.1. The Literacy Leadership team along with administrators will be responsible for the monitoring of the implantation of the identified strategies.	2.1. The school leadership team will meet monthly or as needed to disseminate data and monitor progress to student progress. Strategies will be realigned to ensure student success.	2.1. Formative: Student work  Summative 2013 CELLA	
<u>CELLA Goal #2:</u>  <i>No Data-New School</i>	<u>2012 Current Percent of Students Proficient in Reading:</u>					
	<i>Enter numerical data for current level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.



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		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	
<b>3. Students scoring proficient in writing.</b>	2.1. In CELLA testing, one of the test areas that noted an area of deficiency is Writing Paragraphs.(District Wide)	2.1. Students will understand the use of rubrics and the importance of how criteria is needed to evaluate a written product, practice spelling strategies that help students focus on writing conventions, and use different prompts using the steps in the writing process to convey information effectively.	2.1 The Literacy Leadership team along with administrators will be responsible for the monitoring of the implantation of the identified Strategies.	2.1. Analyze student work samples and provide corrective feedback on selected assignments to observe student mastery	2.1. Formative: Student work  Summative 2013 CELLA	
<b>CELLA Goal #3:</b>  <i>Enter narrative for the goal in this box.</i>  New School No data	<b>2012 Current Percent of Students Proficient in Writing :</b>					
	<i>Enter numerical data for current 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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**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
CELLA Administration	CELLA Administration	District Funds	NA
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Computer Station	On-Line CELLA Assessment	District Fund	NA
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Testing Administration	District Training	District Fund	NA
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
			NA
<b>Subtotal:</b>			
<b>Total:</b>			

*End of CELLA Goals*

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**Elementary School Mathematics Goals**

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

<b>Elementary Mathematics Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.		
<b>Mathematics Goal #1A:</b>  <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>					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

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<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<b>Mathematics Goal #1B:</b>  <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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**Elementary School Mathematics Goals**

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

<b>Elementary Mathematics Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.		
<b>Mathematics Goal #1A:</b>  <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>					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

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<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<b>Mathematics Goal #1B:</b>  <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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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		
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.		
<b>Mathematics Goal #2A:</b> <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>					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b>	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.		
<b>Mathematics Goal #3A:</b> <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>					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

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<u>Mathematics Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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		
<b>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</b>	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.		
<b>Mathematics Goal #4A:</b> <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>					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
<b>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.</b>	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		

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<u>Mathematics Goal #4B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.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	
<b>5A. In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>						
<u>Mathematics Goal</u> <b>#5A:</b>  <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		
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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<u>Mathematics Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i> 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:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<b>Mathematics Goal #5C:</b> <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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<b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
<b>Mathematics Goal #5D:</b>  <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		
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Mathematics Goal #5E:</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>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

*End of Elementary School Mathematics Goals*



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**Middle School Mathematics Goals**

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

Middle School Mathematics	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		
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.		
<u>Mathematics Goal #1A:</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>					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

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<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Mathematics 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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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		
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.</b>	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.		
<b>Mathematics Goal #2A:</b> <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>					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b>	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.		
<b>Mathematics Goal #3A:</b> <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>					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

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<u>Mathematics Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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		
<b>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</b>	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.		
<b>Mathematics Goal #4A:</b> <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>					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
<b>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.</b>	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		

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<u>Mathematics Goal #4B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.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	
<b>5A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>						
<u>Mathematics Goal #5A:</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		
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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<u>Mathematics Goal #5B:</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> 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:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
<u>Mathematics 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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<b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
<b>Mathematics Goal #5D:</b>  <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		
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Mathematics Goal #5E:</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>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

*End of Middle School Mathematics Goals*

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**Florida Alternate Assessment High School Mathematics Goals**

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

High School	Mathemat	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		
	<b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>							
	<b>Mathematics Goal #1:</b> <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>					

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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		
<b>2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		
<b>Mathematics Goal #2:</b> <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		
<b>3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>							
<b>Mathematics Goal #3:</b> <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.	
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><b>4. Florida Alternate Assessment:</b>  <b>Percentage of students in lowest 25% making learning gains in mathematics.</b></p>	4.1.	4.1.	4.1.	4.1.	4.1.		
<p><b>Mathematics Goal #4:</b>  <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		4.2.	4.2.	4.2.	4.2.	4.2.	
		4.3.	4.3.	4.3.	4.3.	4.3.	

*End of Florida Alternate Assessment High School Mathematics Goals*

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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]).

<b>Algebra 1 EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1. Students scoring at Achievement Level 3 in Algebra 1.</b>	1.1. The lowest scores in the body of knowledge in Algebra I EOC is reporting category – functions, linear equations & inequalities.	1.1. Provide teachers with training in developing meaning through mathematical problem solving.  Teachers will demonstrate and model for students how to effectively graph and solve linear equations and inequalities.	1.1. The RtI team and math teachers will be responsible for the monitoring of the implantation of the identified strategies.	1.1. Bi-weekly review of monthly journal entries emphasizing how students utilize a variety of problem solving strategies. Review formative assessment data reports to ensure progress is being made and adjust intervention as needed. Analyze student work samples and provide corrective feedback on selected assignments to observe student mastery	1.1. Formative: Student work Interim assessment  Summative: Algebra 1 (EOC)		
<b>Algebra 1 Goal #1:</b> <i>NO DATA-NEW SCHOOL</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<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.	
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		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.</b>	2.1. The lowest scores in the body of knowledge in Algebra I EOC is reporting category – functions, linear equations & inequalities.	2.1. Assign student to cooperative learning teams and require that students explain to their peers in verbal and written form the process used to arrive at a solution.  Help students understand how to solve open-ended and non-routine real world problems use math concepts and activities that draw upon knowledge from other content area.	2.1. The RtI Leadership team along with administrators will be responsible for the monitoring of the implantation of the identified strategies.	2.1. Ongoing classroom assessments focusing on students ability to identify key words in context and in grade level texts.	2.1. Formative: Student work Interim assessment  Summative: Algebra 1 EOC		



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Algebra Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
NO DATA-NEW SCHOOL-							
	<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.	

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

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	
<b>3A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>						
<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		
<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.</b>	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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

<p><b>Algebra 1 Goal #3B:</b>  <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>				
	<p><i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>	<p><i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>				
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

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

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		
<b>3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.</b>	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		

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

<b>3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.</b>	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
<u>Algebra 1 Goal #3D:</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>					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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

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

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		
<b>3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.</b>	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
<u>Algebra 1 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 Algebra 1 EOC Goals*



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

**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]).

<b>Geometry EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1. Students scoring at Achievement Level 3 in Geometry.</b>	1.1. The lowest scores in the Body of Knowledge in Geometry EOC is Reporting Category - Trigonometry and Discrete Mathematics.	1.1. Provide math teachers with additional professional development to help them aid the students construct viable arguments and critique the reasoning.  Provide students with practice using methods of direct and indirect proof to determine the validity of a given proof	1.1. The RtI Leadership team along with administrators will be responsible for the monitoring of the implantation of the identified strategies.	1.1. Bi-weekly review of monthly journal entries emphasizing how students utilize a variety of problem solving strategies.  Review formative assessment data reports to ensure progress is being made and adjust intervention as needed.  Analyze student work samples and provide corrective feedback on selected assignments to observe student mastery	1.1. Formative: Student work Interim assessment  Summative: Geometry (EOC)		

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

Geometry Goal #1:	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
<i>NO DATA-NEW SCHOOL</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p><b>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</b></p>	<p>2.1. The lowest scores in the Body of Knowledge in Geometry EOC is Reporting Category - Trigonometry and Discrete Mathematics.</p>	<p>2.1. Assign students to cooperative learning teams and require that students explain to their peers in verbal and written form the process used to arrive at a solution.</p> <p>Help students understand how to solve open-ended and non-routine real world problems. These problems use math concepts and activities that draw upon knowledge from other content area.</p>	<p>2.1. The RtI Leadership team along with administrators will be responsible for the monitoring of the implantation of the identified strategies.</p>	<p>2.1. Bi-weekly review of monthly journal entries emphasizing how students utilize a variety of problem solving strategies.</p> <p>Review formative assessment data reports to ensure progress is being made and adjust intervention as needed</p>	<p>2.1. Formative: Student work Interim assessment</p> <p>Summative: Geometry (EOC)</p>		
<p><u>Geometry Goal #2:</u> <i>NO DATA-NEW SCHOOL</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	
		<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	

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

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		
<b>3A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2011-2012</b>						
<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		
<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</b>	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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

Geometry Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>							
	<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.	

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

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

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		
<b>3C. English Language Learners (ELL) not making satisfactory progress in Geometry.</b>	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
<b>Geometry Goal #3C:</b> <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		

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

<b>3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.</b>	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
<u>Geometry Goal #3D:</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>					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	



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

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

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		
<b>3E. Economically Disadvantaged students not making satisfactory progress in Geometry.</b>	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
<b>Geometry Goal #3E:</b> <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**

<b>Professional Development (PD) aligned with Strategies through Professional</b>							
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<b>Learning Community (PLC) or PD Activities</b> 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
Effective use of school enrichment programs	9-123	Mathematics teacher	Mathematics Teacher	October 29, 2012-weekly PD will occur on Fridays.	Monitoring of the enrichment programs usage logs	Principal Assistant Principal

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

**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
APEX technology based curriculum	Technology based curriculum	Corporate Fund	\$1,000.00
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Computer license upgrades	Upgrade to existing software	Corporate Funds	\$1, 000.00
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Using differentiated instruction in virtual setting	APEX curriculum	Corporate Funds	\$1, 000.00
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
			\$3,000.00
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Mathematics Goals*

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

**Elementary and Middle School Science Goals**

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

<b>Elementary and Middle Science Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.</b>	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.		
<u>Science Goal #1A:</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>					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

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

<b>1B. Florida Alternate Assessment:</b> <b>Students scoring at Levels 4, 5, and 6 in science.</b>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<b>Science Goal #1B:</b>  <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.	

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

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		
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</b>	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.		
<b>Science Goal #2A:</b> <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>					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		

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

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

*End of Elementary and Middle School Science Goals*



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

**Florida Alternate Assessment High School Science Goals**

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

<b>High School Science Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<b>Science Goal #1:</b> <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.	

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

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		
<b>2. Florida Alternate Assessment:</b> <b>Students scoring at or above Level 7 in science.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		
<b>Science Goal #2:</b> <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.	

*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]).

<b>Biology 1 EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievem</b>						

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

	<b>ent</b>						
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		
<b>1. Students scoring at Achievement Level 3 in Biology 1.</b>	1.1. The area of deficiency as noted on the 2012 administration of the Biology EOC is Reporting Category - Molecular and Cellular Biology	1.1. Provide inquiry-based activities that allow the students opportunity to compare, contrast, interpret, analyze and explain the concepts of DNA replication; gene mutation; cellular respiration; and biochemical reactions and enzymes.	1.1. The RtI Leadership team along with administrators will be responsible for the monitoring of the implantation of the identified strategies	1.1. The RtI Team along with the science teachers will review student work folders for evidence of the use of inquiry based learning activities.	1.1. Formative: Student work Interim assessment  Summative: Biology (EOC)		
<b>Biology 1 Goal #1:</b> <i>NO DATA-NEW SCHOOL</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.	

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

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		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.</b>	2.1. The area of deficiency as noted on the 2012 administration of the Biology EOC is Reporting Category-Molecular and Cellular Biology.	2.1. Create learning opportunities for students to evaluate scientific explanations and investigations. Students will practice making inferences using critical thinking skills to guide their scientific explorations.	2.1. The RtI Leadership team along with administrators will be responsible for the monitoring of the implantation of the identified strategies	2.1. The RtI Team and the science teachers will review student work folders for evidence of processes used for scientific investigation activities.  Classroom walkthroughs by administrators.  APEX assessments will be used to measure expected student mastery.	2.1. Formative: Student work Interim assessment  Summative: Biology (EOC)		
<b>Biology 1 Goal #2:</b> <i>NO DATA-NEW SCHOOL</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.	

*End of Biology 1 EOC Goals*

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

**Science Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
Differentiated Instruction	9-12	Reading Teacher	School-Wide	October 19, 2012 January 7, 2013 February 4, 2013	Small Group Activities	Principal 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
APEX technology based curriculum	Technology based curriculum	Corporate Funds	\$1,000.00
Discovery Education	Technology based curriculum	Corporate Funding	\$0
	Technology based curriculum	Corporate Funding	\$0
<b>Subtotal:</b>			
Technology			

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

Strategy	Description of Resources	Funding Source	Amount
Computer license upgrades	Upgrade to existing software	Corporate Funding	\$500.00
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Using differentiated instruction in virtual setting	APEX Curriculum	Corporate Funding	\$500.00
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
			\$2,000.00
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Science Goals*

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

**Writing Goals**

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

<b>Writing Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b>	1A.1. The area that reflected the greatest need in student performance on the 2012 FCAT Writes Test indicated that students lacked the ability to add layered support in the body of their essays. (District Wide)	1A.1. Consistently utilize rubrics to increase the quality of students writing in their LA courses.	1A.1. The Literacy Leadership team along with administrators will be responsible for the monitoring of the implantation of the identified strategies.	1A.1. Review student assessment data reports and student work folders to ensure progress is being made and adjust instruction as needed	1A.1. 2013 FCAT Writes Test		
<u>Writing Goal #1A:</u> <i>No Data-New School</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>					

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		1A.2. The area that reflected the greatest need in student performance on the 2012 FCAT Writes Test indicated that students will benefit from the practice of peer editing.	1A.2. Incorporate and monitor the peer editing revision process.	1A.2. The Literacy Leadership team along with administrators will be responsible for the monitoring of the implantation of the identified strategies	1A.2. Review student assessment data reports and student work folders to ensure progress is being made and adjust instruction as needed	1A.2. Monthly Assessments 2013 FCAT Writes Test	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
<b>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<b>Writing Goal #1B:</b> <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

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
Writing Across the Curriculum	9-12	Language Arts Teacher	Language Arts Teachers Reading Teacher	October 19, 2012 January 7, 2013 February 4, 2013	Small Group Instruction	Language Arts Teachers
Four Square Writing	9-12	Language Arts Teacher	School Wide			

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
APEX curriculum	Technology based curriculum for students	Corporate Funding	\$1,000.00
Writing Boot camp	School-Wide	Corporate Funding	\$500.00
<b>Subtotal:</b>			
Technology			

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Strategy	Description of Resources	Funding Source	Amount
Computer license upgrades	Upgrade to existing software	Corporate Funding	\$500.00
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Ensuring a successful implementation of school wide writing plan	School-Wide Plan	Corporate Funding	\$200.00
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
			\$2,700.00
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Writing Goals*

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

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

<b>Civics EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1. Students scoring at Achievement Level 3 in Civics.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<b>Civics Goal #1:</b> <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		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		
<b>Civics Goal #2:</b> <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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**Civics Professional Development**

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

**Civics Budget (Insert rows as needed)**

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

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<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Civics Goals*

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

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

<b>U.S. History EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1. Students scoring at Achievement Level 3 in U.S. History.</b>	1.1. Students need additional exposure to instructional strategies and activities that are linked to increased rigor through inquiry-based in US History content area. District Wide Data Results	1.1. Emphasizes problem solving and inquiry-based learning; Emphasizes research-based activities on various security issues impacting the world community; Provides opportunities for students to write to inform and to persuade; and Provides an opportunity for students to participate in simulation activities related to national security.	1.1. Advisory Teachers and Reading Coach, Assistant Principal	1.1. The RtI Team will review students work folders for evidence of the use of inquiry based learning activities and monitor school base assessment and Interims to ensure adequate intervention	1.1. Formative – District Baseline Data and school based assessment.  Summative 2013 – EOC US History Evaluation Based		

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<b>U.S. History Goal #1:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
<i>New School Data-</i>							
Our goal for the 2012-2013 school year is to increase student proficiency in US History.							
	<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.	
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		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		
<b>U.S. History Goal #2:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
<i>Enter narrative for the goal in this box.</i>							



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	<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.	

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

**U.S. History Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
Common Core State Standards	9-12	District Trainer	US History Teacher	October 19, 2012 January 7, 2013 February 4, 2013	Grade level planning sessions, classroom walkthroughs	Principal Assistant Principal US History Teacher
Differentiated Instruction	9-12	Reading Teacher	School Wide	October 19, 2012 January 7, 2013 February 4, 2013	Small Group Activities	Principal & Assistant Principal

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
APEX curriculum	Technology based curriculum for students	Corporate Funding	\$1,000.00
<b>Subtotal:</b>			

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Technology			
Strategy	Description of Resources	Funding Source	Amount
Computer license upgrades	Upgrade to existing software	Corporate Funding	\$500.00
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
			\$1,500.00
<b>Subtotal:</b>			
<b>Total:</b>			

*End of U.S. History Goals*

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**Attendance Goal(s)**

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

<b>Attendance Goal(s)</b>	<b>Problem-solving Process to Increase Attendance</b>						
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		
<b>1. Attendance</b>	1.1. Students who are typically transient miss school days because they are constantly moving- Parents had limited knowledge of the expectations and regulations associated to student attendance and tardies.	1.1. Identify and refer students who are developing a pattern of non-attendance to MTSS / RTI Team for intervention.	1.1. Literacy Team, Advisory teachers, security specialist, data and enrollment specialist	1.1. Compare District Averages  Teachers will check attendance bulletin for accuracy on a daily bases and make correction as needed.  Use attendance reports from STARS to identify habitual non-attendeess	1.1. Student Tardy Logs, Attendance Sign-In sheets, STARS and TERMS		

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<p><u>Attendance Goal #1:</u> New School-NO DATA_</p> <p><b>The goal for 2012 – 2013 school year is to increase students attendance by 3 percentage points from 70- to 80. % by minimizing absences due to illness and transportation.</b></p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p><i>Enter numerical data for current attendance rate in this box.</i></p>	<p><i>Enter numerical data for expected attendance rate in this box.</i></p>					
	<p><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></p>					
	<p><i>Enter numerical data for current number of absences in this box.</i></p>	<p><i>Enter numerical data for expected number of absences in this box.</i></p>					
	<p><u>2012 Current Number of Students with Excessive Tardies (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u></p>					
	<p><i>Enter numerical data for current number of students tardy in this box.</i></p>	<p><i>Enter numerical data for expected number of students tardy in this box.</i></p>					

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		1.2. Large majority of student population have entered school with an extensive history of excessive absences and truancy issues	1.2. Identify and refer students who are developing a pattern of non-attendance to Family Support Specialist / RTI Team for intervention. Teachers and staff will make daily phone calls and updates to contact logs will be uploaded to STARS program.	1.2. All staff members working at Worthington High School will play an active role in monitoring student attendance.	1.2. Compare District Averages Teachers will check attendance bulletin for accuracy on a daily bases and make correction as needed. Use attendance reports from STARS to identify habitual non-attenders. Attempt contacts as needed.	1.2. Attendance bulletin STARS	
		1.3. Incentives for good student attendance was limited	1.3. Provide incentives for students exhibiting good attendance patterns through STARS	1.3. Administrative Team	1.3. Monitor generated reports by grade levels	1.3. Student Tardy Logs, Attendance Sign-In sheets, STARS and TERMS	

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

**Attendance Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
Truancy Prevention	9-12	District	Attendance Staff	August 6-17, 2012	An intervention program will be developed during the PD, the Principal will monitor the implantation of the program	Principal Assistant Principal, Advisory Teachers, Data Specialist
School Attendance Procedures	9-12	Principal	School-Wide	Weekly	Monitoring reports from STARS and Attendance contracts	Principal Assistant Principal, Advisory Teachers, Data Specialist

**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
STARS	Computer-based software	Corporate Funding	\$1,500.00
<b>Subtotal:</b>			

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Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
STARS training	Training on Truancy Prevention	Corporate Office	
			\$1,500.00
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
			\$3,000.00
<b>Subtotal:</b>			
<b>Total:</b>			

*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)).

<b>Suspension Goal(s)</b>	<b>Problem-solving Process to Decrease Suspension</b>						
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		
<p><b>1. Suspension</b></p>	<p>1.1. A high number of students who attend Worthington High School are classified as at-risk based on previous behavioral issues at their home school. As a result, traditional disciplinary action has not been effective in helping these students to change behavior which has resulted in unsuccessful attempts to graduate from the traditional high schools. This leaves challenges for the Worthington staff in dealing with disciplinary issues-</p>	<p>1.1. Parents will participate in workshops dealing with a range of topics such as appropriate behavior, signs of mental health issues in their children, resources available for counseling, and developing communication skills. Staff/Administration will provide progress reports to parents, twice monthly to indicate student progress in curriculum and behavior at school. Staff/Administration and the Family Coordinator will hold parent conferences, as needed.</p>	<p>1.1. Staff Leadership Team Family Coordinator Local resources/ community agencies</p>	<p>1.1. Referral numbers Staff logs</p>	<p>1.1. The evaluation tool of monthly suspension report</p>		

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<b>Suspension Goal #1:</b>	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
<i>NEW School-NO Data</i>							
Reduce the district average of 65% to 55%							
	<i>NO Data</i>	<i>No Data</i>					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	<i>No Data</i>	<i>No Data</i>					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	<i>NO Data</i>	<i>No Daya</i>					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	<i>No Data</i>	<i>No data</i>					
		1.2. In the past, parents were unaware of the Code of Student Conduct-Once they enroll at Worthington, they received a three day orientation on the school-wide code of conduct.	1.2. Rtl Team will contact parents and advise them of alternate consequences and provide information on interventions strategies being implemented	1.2.Administrators	1.2. Monitor parent contact logs on STARS and sign-in sheets	1.2. STARS Contact Logs	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

**Suspension Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Student Code of Conduct	9-12	Principal, Assistant Principal Security	School Wide	August 13, 2012	Monitor the enforcement of student Code of conduct implemented by teachers through classroom walkthroughs	Principal Assistant Principal
School wide expectations	9-12	Principal, Assistant Principal Security	School Wide	August 24, 2012	Monitor Behavior Logs	Principal Assistant Principal
Staff Workshop how to communicate with at risk students	9-12	Principal, Assistant Principal Security		August 14, 2012	School wide climate survey	Principal Assistant Principal
Handle with Care	9-12	Principal, Assistant Principal Security	School Wide	August 17, 2012	School wide incident reports	Principal Assistant Principal

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**Suspension Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
NA			
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Power point presentation	Projector	School Funds	0
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Handle with Care	Diffusing and Deescalating conflict		\$200.00
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
NA			\$200.00
<b>Subtotal:</b>			
<b>Total:</b>			

*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)).

<b>Dropout Prevention Goal(s)</b>	<b>Problem-solving Process to Dropout Prevention</b>						
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		
<b>1. Dropout Prevention</b>	1.1. Working with a population of parents whose children are classified as at-risk, who have dropped out of school and are returning to school to complete their graduation requirements	1.1. Identify and meet with at-risk students and discuss Student Progression Plan options and credit-recovery programs. Enroll the students in the receptive programs	1.1. Career Counselor/Coach	1.1. Monitor Enrollment Log tracking at-risk students registering for alternative programs	1.1. Enrollment logs		
<u>Dropout Prevention Goal #1:</u>  NEW School-NO DATA Our goal for the 2012-2013 school is to decrease the dropout rate by _____ percentage points and to increase the graduation rate by 2 percentage points	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					

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	<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>					
		1.2.	1.2. Provide parent meetings to inform parents of the graduation requirements and the available resources. Discuss graduation requirements to ensure student receive the proper support.	1.2. Career Counselor/Coach	1.2. Monitor parent sign-in Roster and contact parents that did not attend.	1.2. Sign-In Roster/Parent-Contact Log	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Dropout Prevention Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
Identifying obstacles to student success	9-12-Drop-out Prevention	Family Support Facilitator	School-Wide	February 4, 2013	Monthly team feedback reports of student needs	Principal Family Support Specialist

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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
School Connect	School wide curriculum	Corporate	\$1,500.00
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
FDIC	School wide curriculum	Corporate Funds	NA
Bridges	School wide curriculum	Corporate Funds	\$1,200.00
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Identifying obstacles to student success	Copies of materials	School funds	\$200.00
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount \$2,900.00
<b>Subtotal:</b>			
<b>Total:</b>			

*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)).

<b>Parent Involvement Goal(s)</b>	<b>Problem-solving Process to Parent Involvement</b>						
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		
<b>1. Parent Involvement</b>	1.1. Working with a population of parents whose children are classified as at-risk, who have dropped out of school and are returning to school to complete their graduation requirements	1.1. Invite parents to attend PTA/parent group programs or workshops through phone, email, and flyers.	1.1. School Administration, Career Coach, Enrollment Specialist, and teachers	1.1. Review sign in sheets/ to determine the number of parents participating in PTA/parent group programs or workshops	1.1. Sign in sheets Enrollment Specialist		

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Parent Involvement Goal #1:	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*					
NEW School-NO DATA: District Wide:  2011-12 sign-in logs demonstrated 20% parental participation. Our goal for the 2012-2013 school year is to increase parental participation by 3 percentage points to 23% in school-wide activities							
	<i>Enter numerical data for current level of parent involvement in this box.</i>	<i>Enter numerical data for expected level of parent involvement in this box.</i>					
		1.2. Parent's experience and familiarity with online progress reports	1.2. conduct orientation meetings with parents highlighting utilization of and how to access My Success Parent Portal	1.2. School Administration, Career Coach, Enrollment Specialist, and teachers	1.2. Review sign in sheets/ to determine the number of parents participating in PTA/parent group programs or workshops	1.2. Sign in sheets Enrollment Specialist	
		1.3.	1.3.	1.3.	1.3.	1.3.	

## Parent Involvement Professional Development

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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
Strategies for Engaging Parent Participation	9-12	Principal Assistant Principal Career Coach	School-Wide	October 19, 2012 February 4, 2013	Monitor parent logs during school events	Principal Assistant Principals Career Coach
Bullying Parent Workshop	9-12	Principal Assistant Principal Career Coach	School-Wide	October 19, 2012 February 4, 2013	Monitor parent logs during school events	Principal Assistant Principals Career Coach

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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
Bullying Parent Workshop	classroom	School funds	\$100.00
Suicide Prevention Parent Workshop	classroom	School funds	\$100.00
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Use of Computer stations to view stats.	classroom	School funds	0
Use of Computer stations to view stats.	Classroom	School Funds	0
Use of Computer stations to obtain student monitoring resources available to parents	Classroom	School funds	0
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Strategies for Engaging Parent Participation.	APEX Student Summary Reports	Corporate Funds	\$1,000.00
	Copies of training materials	School funds	\$100.00
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount:\$1,400.00
<b>Subtotal:</b>			
<b>Total:</b>			

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Revised April 29, 2011

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

*End of Parent Involvement Goal(s)*

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

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

<b>STEM Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p><u>STEM Goal #1:</u></p> <p>No Data-New School: The goal for 2012 – 2013 school year is to increase student scheduling in Advance Placement and Honor courses by 3percentage points from 1% to 4% .</p>	<p>1.1. Approximately 80 percent of students are level 1 and 2 requiring remediation courses on their schedules.</p>	<p>1.1. Monitor students’ academic gains in order to place them in Advance Placement and Honors courses.</p>	<p>1.1. Advisory teachers along with administration</p>	<p>1.1. The MTSS Team along with the science, technology, engineering and mathematics teachers will review student work folders for evidence of the use of inquiry based learning activities</p>	<p>1.1. Formative – District Baseline Data and school based assessment.</p>
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

**STEM Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC)</b>						

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<b>or PD Activity</b> 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
Ensuring student success on a high level curriculum	9-12	Assistant Principal	School-Wide	February 4, 2013	Monitor student participation through the scheduling process/ Student progress will be monitored daily by classroom teacher	Principal Assistant Principal MTSS Team

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

**STEM Budget (Insert rows as needed)**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Increase student scheduling in higher level courses	APEX Curriculum	Corporate Funds	-
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Monitor student success	APEX Student Summary Reports	Corporate	-
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Ensuring student success on a high level curriculum	APEX Student Summary Reports	Corporate	-
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of STEM Goal(s)*



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**Career and Technical Education (CTE) Goal(s)**

<b>CTE Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>CTE Goal #1:</b> <i>Enter narrative for the goal in this box.</i>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

**CTE Professional Development**

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

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**CTE Budget** (Insert rows as needed)

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

*End of CTE Goal(s)*

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

**Additional Goal(s)**

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

<b>Additional Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1. Additional Goal</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<b>Additional Goal #1:</b> <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.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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**Additional Goals Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> 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
			0
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
			0
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			0
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
			NA
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Additional Goal(s)*

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

**Final Budget** (Insert rows as needed)

Please provide the total budget from each section.	
<b>Reading Budget</b>	<b>Total:\$22,500.00</b>
<b>CELLA Budget</b>	<b>Total:</b>
<b>Mathematics Budget</b>	<b>Total:\$3,600.00</b>
<b>Science Budget</b>	<b>Total:\$2,000.00</b>
<b>Writing Budget</b>	<b>Total:\$2,200.00</b>
<b>Civics Budget</b>	<b>Total:</b>
<b>U.S. History Budget</b>	<b>Total:</b>
<b>Attendance Budget</b>	<b>Total:\$3,000.00</b>
<b>Suspension Budget</b>	<b>Total:\$2,300.00</b>
<b>Dropout Prevention Budget</b>	<b>Total:\$2,900.00</b>
<b>Parent Involvement Budget</b>	<b>Total:\$1,400.00</b>
<b>STEM Budget</b>	<b>Total:</b>
<b>CTE Budget</b>	<b>Total:</b>
<b>Additional Goals</b>	<b>Total:</b>

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**Grand Total:39,900.00**



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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.)

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

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

**School Advisory Council (SAC)**

*SAC Membership Compliance*

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

\*\*XX  Yes  No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.
Reviewing school wide data, and assisting with the school improvement plan

Describe the projected use of SAC funds.	Amount
Implementation of school wide enrichment programs	\$500.00

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