

**FLORIDA DEPARTMENT OF EDUCATION
&
THE MANATEE COUNTY SCHOOL DISTRICT**



**School Improvement Plan (SIP)
Form SIP-1
Non-Title I High Schools**



2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Southeast High School	District Name: Manatee
Principal: Shane M. Hall	Superintendent: Dr. David Gayler
SAC Chair: Allen Converse	Date of School Board Approval: "PENDING"

Student Achievement Data:

The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#)

[High School Feedback Report](#)

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

Highly Effective Administrators

List your school's highly effective administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and Ambitious but Achievable Annual Measurable Objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Shane M. Hall	M.S. Educational Leadership; B.S. Exceptional Student Education Certifications: Educational Leadership (All Levels); English (6-12); ESE; ESOL	6	6	Southeast High School: 2012 grade was a [TBA] 2011 grade was a B 2010 grade was a D 2009 grade was a C 2008 grade was a D
		M.S. Educational Leadership; B.A. Exceptional Student Education (VE)			Southeast High School: 2012 grade was a [TBA]

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Assistant Principal	Rosa L. Daughtry	Certifications: Educational Leadership (All Levels); ESE	4	4	2011 grade was a B 2010 grade was a D 2009 grade was a C
Assistant Principal	Wendell D. Butler, Jr.	M.S. Educational Leadership; B.A. Political Science/International Relations Certifications: Educational Leadership (All Levels); Social Studies (6-12)	8	2	Southeast High School: 2012 grade was a [TBA] 2011 grade was a B 2010 grade was a D 2009 grade was a C 2008 grade was a D
Assistant Principal	Keith McMahon	M.S. Educational Leadership Certifications: Educational Leadership (All Levels);	1	1	Southeast High School: 2012 grade was a [TBA] Manatee High School: 2011 grade was a B 2010 grade was an A

Highly Effective Instructional Coaches

List your school's highly effective instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Mary Garcia	Elementary Education (1-6); Educational Leadership; ESOL Endorsed; Reading Endorsed	2	2	Southeast High School: 2012 grade was a [TBA] 2011 grade was a B
Graduation	Patti Hartman	M.S. Educational Leadership (All Levels); B.A. Physical Education Certifications: Health (6-12); Family & Consumer Science (6-12)	1	1	Southeast High School: 2012 grade was a [TBA] Manatee High School: 2011 grade was a B 2010 grade was an A

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Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Monthly developmental meetings held between New Teachers and the administrative staff.	Shane M. Hall (Principal)	June 10, 2013	
2. Partnering New Teachers with Mentors (site based)	Administration	Not Applicable (Ongoing)	Ongoing developmental process that will require contact between the new teacher and their mentor consistently and may stretch well into the summer planning months.
3. Monitor PATS System for High Qualified Teachers applying for positions in the school district	Caroll Routh (Sr. Secretary); Shane M. Hall (Principal)	Not Applicable (Ongoing)	Monitoring of the PATS site depends on the individuals creating profiles and how complete of a profile they develop. Also, monitoring is contingent on open positions.
4. Work closely with the District Recruitment Specialist to attract high qualified teachers for Southeast High School	Wendell Butler, Asst. Principal	Not Applicable (Ongoing)	Based on needs and projected student population, conversations will take place to determine what is available in the field and where we lack.

Non-Highly Effective Instructors

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

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective
Estevez Benitez, Oribel	Physics	Science	Teacher will complete the necessary ESOL requirements using classes developed through the SBMC Professional Development Dept.
Gatchell, Erin	Math	Math	Teacher will complete the necessary ESOL requirements using classes developed through the SBMC Professional Development Dept.
Gregory, Tracy	English/Social Studies	English	Teacher will complete the necessary ESOL requirements using classes developed through the SBMC Professional Development Dept.
Nelson, David	Math	Math	Teacher will complete the necessary ESOL requirements using classes developed through the SBMC Professional Development Dept.
Vickers, Christopher	Social Science; Middle Grades Integrated Curriculum	Social Science	Teacher will complete the necessary ESOL requirements using classes developed through the SBMC Professional Development Dept.
Rotondo, Carmen	English	English	Teacher will complete the necessary ESOL requirements using classes developed through the SBMC Professional Development Dept.
Zhou, Rong	Foreign Language	Mandarin Chinese	Teacher will complete the necessary ESOL requirements using classes developed through the SBMC Professional Development Dept.

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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
86	10% [9]	17% [15]	27% [23]	44% [38]	40% [34]	92% [79]	14% [12]	1% [1]	36% [31]

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Shelly Foster-DeCesare	Carmen Rotondo Dana Van Bussum	Cross departmental pairing that will provide the new teacher with a wealth of knowledge from a veteran teacher, who is also close in proximity. Mentor will aid in assisting the new teacher in planning and implementing successful learning strategies in accordance with NGSS and CCSS.	Lesson Plan Development Classroom management Differentiated Instruction Gradual Release Data Analysis
Mary Garcia	Stacey Pelham Rebecca Rouse		
Linda Bogue	Rong Zhou	Cross departmental pairing that will provide the new teacher with a wealth of knowledge from a veteran teacher, who is also close in proximity. Mentor will aid in assisting the new teacher in planning and implementing successful learning strategies.	Lesson Plan Development Classroom management Differentiated Instruction Gradual Release Data Analysis
Linda Bogue	David Nelson	Departmental pairing that will provide the new teacher with a wealth of knowledge from a veteran teacher, who is also close in proximity. Mentor will aid in assisting the new teacher in planning and implementing successful learning strategies in accordance with NGSS and CCSS.	Lesson Plan Development Classroom management Differentiated Instruction Gradual Release Data Analysis

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Additional Requirements

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

School-Based MTSS/RtI Team
<p>Identify the school-based MTSS Leadership Team. Rosa Daughtry (AP & Facilitator); Sara Sanders (Psychologist); Millie Casteneda (Social Worker); Mary Garcia (Reading Coach); Robin Laber (Guidance); Karen Furner (ESE Specialist); Jane Toole (ESE Dept Chair); Shelly DeCesare (Test/Data Coordinator); Tina Maxey (ELL); Laura Russin (Gen. Ed).</p>
<p>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 MTSS team will meet three times a month from 8:00-10:00 am. The members will act in the roles of facilitator, recorder, case manager, data manager, and content area consultants. They are to serve as a problem-solving team and the first step for teacher support in conjunction with other organizations on our campus. Team members assist with researching strategies that addresses the need(s) of the student. The data is then given to departments of the school to implement interventions and monitor the progress of students with common behavioral needs at the Tier 1 level.</p>
<p>Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP? MTSS will look at Tier I data to determine which areas are to be considered weaknesses at Southeast High School. Based upon that information, problem-solving at the Tier I level will take place. The RtI problem solving process uses school-wide data from math and reading scores to drive, develop, and implement the SIP. A Tier I intervention in reading will be implemented with concentration on reading benchmarks and AVID strategies school-wide on a monthly basis.</p>
MTSS Implementation
<p>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. The data sources used for Reading is FCAT reading scores, Fair assessments, and Benchmark assessments; Mathematics is FCAT , Algebra EOC, and Geometry EOC; Science is Biology I EOC; Writing is Florida Writes Scores and district benchmark assessments; Behavior is FOCUS, PLASCO, and behavior intervention plans.</p>
<p>Describe the plan to train staff on MTSS. A PowerPoint presentation is developed along with forms explaining the data, Tier I interventions, and MTSS process for additional support.</p>
<p>Describe plan to support MTSS. The district will be providing professional development to insure fidelity. Monthly meetings held by the facilitator and/or point person will address any issues and concerns as well as refreshers on the Tier I, MTSS process.</p>

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
<p>Identify the school-based Literacy Leadership Team (LLT).</p> <p>Shane Hall , Principal; Wendell Butler, Asst. Principal; Rosa Daughtry, Asst. Principal; Keith McMahon, Asst. Principal; Leslie Costides, Reading Dept. Head; Mary Garcia, Reading Coach; Lanan Bennett, Reading Teacher; Linda Bogue, Math Dept. Head; Laurie Rose, English Teacher; Chad Allen, Science Teacher;</p>
<p>Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).</p> <p>The Literacy Team, chaired by Mary Garcia, will meet on a monthly basis to discuss projected data collected through FAIR testing and other district benchmark assessments. Each member of the team brings content area expertise that will allow the group to develop targets focus activities that focus on building reading knowledge across the curriculums. Additionally, this team will aid the administration in developing a sound reading plan that address our current school needs and prepare our school for the implementation of Common Core standards as it relates to reading across the spectrum.</p> <p>All members will actively analyze data; collaboratively develop an action plan(s); implement the plan(s); evaluate the plans efficacy and reflect on the process using the Florida Continuous Improvement Model and other best practices.</p>
<p>What will be the major initiatives of the LLT this year?</p> <p>Tentatively, our first initiative is to address the achievement gap at each grade level by fostering a print rich environment and literary environment that will encourage students and staff to read. The use of technology (i.e. Ipads, laptops, tablets, and Smart phones) along with printed novels, academic works, magazines, and professional journals will aid in developing and implementing this plan over the next year.</p> <p>Our second will focus on Common Core State Standards and developing a FOCUS Calendar to be implemented during the 2012-13 school terms to begin training teachers and students on what the CCSS is and how it will affect the teaching and learning process. Additionally, the Literacy Team will organize professional development sessions covering research driven instructional strategies and best practices that will aid teachers in the learning process and help students successfully navigate the Common Core.</p>

Lesson Study

Lesson Study
<p>Identify the Lesson Study Plan for your school</p> <p>N/A</p>
<p>Describe how the Lesson Study Plan will be implemented</p> <p>N/A</p>
<p>What will be the major initiatives of the Lesson Study Plan this year?</p> <p>N/A</p>

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**High Schools Only*

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

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

Applied and integrated courses help students to see and understand the relevant relationships between academic and career/technical subjects and their futures. Southeast High School applies and integrates courses to help students see the relationships between subjects and relevance to their future by:

- incorporating the Academy and Small Learning Community (SLC) Model
- selection of academy by students in grade 9
- incorporating more academic content in vocational courses
- vocational and core teachers plan together through their SLCs once a month on Wednesdays to enhance academic competencies in vocational programs

Southeast High School applies and integrates courses to help students see the relationships between subjects and relevance to their future by:

- incorporating the AVID Model
- students are interviewed and selected during grade 9 from a list identified in the “Academic Middle”
- use of academic strategies class and advance level classes help to challenge students and prepare them for college
- goal setting and career tracking provide students with a vision of where they desire to be after secondary school

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?

Career and Academic Advisors go into classes to present upcoming guidance procedures and answer student questions.

Guidance Counselors meet individually with students to discuss student interests and plans, chart a course of study while in high school, and give information about steps after high school.

Career and Academic Advisors meet with students in small groups and individually to discuss future plans, investigate careers and post secondary requirements through FACTS.ORG and Office of Post Secondary Education as well as individual college sites, and seek financial assistance.

The advisors also arrange career trips (small group) and career shadows (individual), present at College and Career Day and arrange for students to speak with representatives of post secondary programs during the school day. Four times a year, students participate in a 50 minute "Academy Day" period where they meet with an Academy coach (teacher who does not grade them). That Coach monitors their grades and progress through the Dashboard system meets with them individually as appropriate and presents a lesson tied to the Academy theme.

The Academic and Career Advisor as well as our Graduation Coach, work closely with students to help them identify post Secondary educational options, eligibility requirements, and fill out exam registrations to the SAT/ACT/PERT/TABE. They also help students with financial aid & scholarships, letters of recommendations, and completing college applications for timely consideration.

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Postsecondary Transition

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

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

At Southeast High School, our MTSS Team, Guidance Counselors, College and Career Advisor and Graduation Coach identify at-risk and college ready students as early as the first three weeks of the school year. These students are provided an opportunity to complete the ACT/PSAT/SAT, PERT and TABE tests to gain entrance in to college or university. Additionally, the score results provide students with an idea of their strengths and weaknesses and are a baseline for the school to analyze and identify areas of need and provide individualized strategies and information that will help them in the post-secondary life.

Freshmen are given an AVID Binder and are introduced to the AVID expectations and encouraged to dream of college as the next logical step. The Freshmen work towards gaining organizational and study skills, along with goal setting and academic planning for a post-secondary experience.

Moreover, students are encouraged to take college tours to many of the state colleges and universities. Southeast High also hosts an annual college fair where representatives from colleges nationwide host a table and provide students with literature and answer questions concerning admissions into their specific school.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Reading Goal #1A: Based on an estimated 336 students testing, by the end of the 2012-2013 school years, there will be a 7% (24) increase in the number of students scoring at Levels 3 or higher in reading.	2012 Current Level of Performance:* 48% (139)	2013 Expected Level of Performance:* 55% (185)	IA.1. Students struggle with higher order thinking questions Student Engagement and opportunities for real life application. Implementation of a new School-wide Reading Plan and implementation of the Common Core State Standards (CCSS).	IA.1. The Understanding by Design: Backwards Planning Model will be used in all Core classes. Teachers will use essential questions that incorporate higher order thinking questions into their lessons on a daily basis. Retool our approach to using Marzano's High Yield Strategies. Also, provide teachers with more opportunity to receive training on Differentiated Instruction. Develop Literacy Leadership and Common Core Committees who will unpack information and develop a Focus Calendar with our AVID Site Team for classroom instruction. Implement a plan to use text complexity during instructional time, school-wide.	IA.1. Administrative Team; AVID Coordinator; Mary Garcia, (Reading Coach)	IA.1. Classroom visits, and results of professional development feedback tools Classroom visits, reflections from teachers attending PD trainings, Creating and evaluation of Action Plans (Individual and Departmental) Collaboration and Feedback Surveys following each instruction session; classroom walks.	IA.1. Classroom Walkthrough data, evaluation of lesson plans, and professional development surveys Classroom Walkthrough data, Formal and informal Conferencing/Observation (s), PDP development and completion, and lesson plans. Student work displayed; lesson plan evaluation; Attendance to PLC Meetings; FAIR Data; FCAT Explorer Results; FCAT Test Results.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Percentage of students making learning gains in reading.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
Reading Goal #3A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Student Engagement in the Classroom	Develop and use an instructional Focus Calendar that address the underlying learning issues associated with Research Process, Information, Reading Application, Literary Analysis and Text Complexity	Administrative Team, Graduation Coach, Reading Coach, MTSS Team, Guidance Counselors, Teachers (campus wide), Testing Coordinator, AVID Site Team.	Administration will perform quarterly walkthroughs and weekly informal walks to monitor instructional environment.	FCAT, ACT, PSAT, & PERT Results
Based on an estimated 336 students testing, by the end of the 2012-2013 school years, there will be an 18% (60) increase in the number of students making learning gains in reading.	32% (93)	50% (168)	Research Process is our weakest category in both 9th and 10th grades (60%).	Rethink instructional practices through continued uses of Marzano's High Yield Strategies and infusing AVID WICOR Strategies into the classroom. (Writing, Inquiry, Collaboration, Organization, Reading).		Assistant Principal over Testing and Testing Coordinator will monitor FAIR and CELLA data	FAIR Reports
			Information is the second weakest category (61%).	Schedule 9th Grade students into Small Learning Communities for Academic Teaming)		Consistent monitoring of lesson plans with evidence of AVID strategies.	Classroom Walk Data
			Improving student performance in Reading Application and Literary Analysis (62%).	Monitor 9th and 10th grade students, who receive two or more F's in the first quarter.		MTSS will monitor student grades and work with Guidance Counselors and teachers to provide additional support.	Lesson Plan Evaluations
			Number of students entering Southeast in 9th grade without the foundational skills necessary to be successful.	Continue using FAIR assessment data to progress monitor ILA and English students in 9th and 10th grades.			Quarterly Progress Reports and Report Cards
			Comprehensive Differentiated Instruction. Retention levels of 9th and 10th grade students.	Provide ACT; SAT; PSAT; & PERT tutoring sessions afterschool and on the weekends			
			Number of students passing the Grade 10 FCAT retakes in Reading.	Monitor CELLA assessments for ELL students to identify student intervention needs.			
			Implementation of Common Core				

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			3A.1.	3A.1.	3A.1.	2A.1.	2A.1.
Reading Goal #4:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Comprehensive Differentiated Instruction	Schedule Disfluent/at-risk students into double block reading	Administrative Team, Graduation Coach, Reading Coach, MTSS Team, Guidance Counselors, Teachers (campus wide), Testing Coordinator, AVID Site Team.	Administration will perform quarterly walkthroughs and weekly informal walks to monitor instructional environment.	FCAT, ACT, PSAT, & PERT Results
Based on an estimated 720 students testing, by the end of the 2012-2013 school years, there will be a 7% (24) increase in the number of students in the lowest 25% making learning gains in reading.	63% (416)	70% (504)	Student Engagement in the Classroom	Develop and use an instructional Focus Calendar that address the underlying learning issues associated with Research Process, Information, Reading Application, Literary Analysis and Text Complexity		Assistant Principal over Testing and Testing Coordinator will monitor FAIR and CELLA data	FAIR Reports
			Research Process is our weakest category in both 9th and 10th grades (60%).	Rethink instructional practices through continued uses of Marzano's High Yield Strategies and infusing AVID WICOR Strategies into the classroom. (Writing, Inquiry, Collaboration, Organization, Reading).		Consistent monitoring of lesson plans with evidence of AVID strategies.	Classroom Walk Data
			Information is the second weakest category (61%).	Schedule 9th Grade students into Small Learning Communities for Academic Teaming)		MTSS will monitor student grades and work with Guidance Counselors and teachers to provide additional support.	Lesson Plan Evaluations
			Improving student performance in Reading Application and Literary Analysis (62%).	Monitor 9th and 10th grade students, who receive two or more F's in the first quarter.			Quarterly Progress Reports and Report Cards
			Number of students entering Southeast in 9th grade without the foundational skills necessary to be successful.	Continue using FAIR assessment data to progress monitor ILA and English students in 9th and 10th grades.			
			Comprehensive Differentiated Instruction. Retention levels of 9th and 10th grade students.	Increase the number of tutoring sessions available to at-risk student's afterschool.			
			Number of students passing the Grade 10 FCAT retakes in Reading.				
			Implementation of Common Core				

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Algebra End-of-Course (EOC) Goals

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

Algebra EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra.			I.1.	I.1.	I.1.	I.1.	I.1.
Algebra Goal #1: Based on an estimated 277 students testing, by the end of the 2012-2013 school years, there will be a 10% (27) increase in the number of students scoring at Level 3 in Algebra I.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	9th Grade students enter Algebra I at a low level in Math Skills to understand and be successful in Algebra I. Student ability to retain information and math skill over the duration of time needed to perform well on the exam. Linear Equations, Functions, Rationals & Discrete Math are our weakest areas for Algebra I Student Engagement in the classroom Attendance of low performing students Access and Training related to student data for Algebra I. Implementation of Common Core	Algebra I Boot Camp Provide teachers within the math department with common planning time during the school day and after school to draft lesson plans Continued use of common assessments Monitor student attendance through MTSS and the RTTT Data Report on students missing more than 5 days. Work with the District to provide professional development in data analysis and how to apply data to instructional Re-teach Marzano's High Yield Strategies and WICR	Administrative Team, Testing Coordinator, Math Department Chair	Monitor student attendance through MTSS and the RTTT Data Report on students missing more than 5 days. Monitor types of assessments developed and provide teachers with feedback Consistent monitoring of lesson plans with evidence of AVID strategies. Administration will perform quarterly walkthroughs and week informal walks to monitor instructional environment.	Results on EOC District Benchmark Assessments Classroom Walkthrough Data/Logs Lesson Plan evaluations Formal and informal Conferencing/Observation (s), PDP development and completion
	35% (92)	45% (125)					

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.			2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2: Based on an estimated 277 students testing, by the end of the 2012-2013 school years, there will be an 8% (22) increase in the number of students scoring at Levels 4 and 5 in Algebra I.	<u>2012 Current Level of Performance:*</u> 7% (19)	<u>2013 Expected Level of Performance:*</u> 15% (42)	9th Grade students enter Algebra I at a low level in Math Skills to understand and be successful in Algebra I. Student ability to retain information and math skill over the duration of time needed to perform well on the exam. Linear Equations, Functions, Rationals & Discrete Math are our weakest areas for Algebra I Student Engagement in the classroom Attendance of low performing students Access and Training related to student data for Algebra I. Implementation of Common Core	Algebra I Boot Camp Provide teachers within the math department with common planning time during the school day and after school to draft lesson plans Continued use of common assessments Monitor student attendance through MTSS and the RTTT Data Report on students missing more than 5 days. Work with the District to provide professional development in data analysis and how to apply data to instructional Re-teach Marzano's High Yield Strategies and AVID WICR	Administrative Team, Testing Coordinator, Math Department Chair	Monitor student attendance through MTSS and the RTTT Data Report on students missing more than 5 days. Monitor types of assessments developed and provide teachers with feedback Consistent monitoring of lesson plans with evidence of AVID strategies. Administration will perform quarterly walkthroughs and week informal walks to monitor instructional environment.	Results on EOC District Benchmark Assessments Classroom Walkthrough Data/Logs Lesson Plan evaluations Formal and informal Conferencing/Observation (s), PDP development and completion

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Geometry End-of-Course Goals

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1.	1.1.	1.1.	1.1.	1.1.
Geometry Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Chapter orders and pacing hindered student preparation for EOC	Provide teachers within the math department with common planning time during the school day and after school to draft lesson plans	Administrative Team, Testing Coordinator, Math Department Chair	Monitor student attendance through MTSS and the RTTT Data Report on students missing more than 5 days.	Results on EOC
Based on a percentage of baseline data and with an expected 234 students testing, by the end of the 2012-2013 school years, there will be an 8% (19) increase in the number of students scoring at Level 3 in Geometry.	32% (104)	40% (94)	Low level math skill due to student minimal to non proficiency in Algebra I	Continued use of common assessments		Monitor types of assessments developed and provide teachers with feedback	District Benchmark Assessments
			Skill and application retention	Monitor student attendance through MTSS and the RTTT		Consistent monitoring of lesson plans with evidence of AVID strategies.	Classroom Walkthrough Data/Logs
			Student Engagement in the classroom	Data Report on students missing more than 5 days.		Administration will perform quarterly walkthroughs and week informal walks to monitor instructional environment.	Lesson Plan evaluations
			Attendance of low performing students	Work with the District to provide professional development in data analysis and how to apply data to instructional			Formal and informal Conferencing/Observation (s), PDP development and completion
			Three Dimensional and Two Dimensional Geometry are the weakest areas of performance for our students.	Re-teach Marzano's High Yield Strategies and AVID WICR			
			Access and Training related to student data for Geometry.	Geometry Boot Camp			
			Implementation of Common Core				

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal #2: Based on a percentage of baseline data and with an expected 234 students testing, by the end of the 2012-2013 school years, there will be a 4% (9) increase in the number of students scoring at Levels 4 and 5 in Geometry.	<u>2012 Current Level of Performance:*</u> 13% (42)	<u>2013 Expected Level of Performance:*</u> 17% (40)	Chapter orders and pacing hindered student preparation for EOC Low level math skill due to student minimal to non proficiency in Algebra I Skill and application retention Student Engagement in the classroom Attendance of low performing students Three Dimensional and Two Dimensional Geometry are the weakest areas of performance for our students. Implementation of Common Core Access and Training related to student data for Geometry	Provide teachers within the math department with common planning time during the school day and after school to draft lesson plans Continued use of common assessments Teacher will work to provide afterschool time for students with poor attendance to re-teach materials. Work with the District to provide professional development in data analysis and how to apply data to instructional practices. Re-teach Marzano's High Yield Strategies and AVID WICR	Administrative Team, Testing Coordinator, Math Department Chair	Monitor student attendance through MTSS and the RTTT Data Report on students missing more than 5 days. Monitor types of assessments developed and provide teachers with feedback Consistent monitoring of lesson plans with evidence of AVID strategies. Administration will perform quarterly walkthroughs and week informal walks to monitor instructional environment.	Results on EOC District Benchmark Assessments Classroom Walkthrough Data/Logs Lesson Plan evaluations Formal and informal Conferencing/Observation (s), PDP development and completion

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Biology End-of-Course (EOC) Goals

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

Biology EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology.			1.1.	1.1.	1.1.	1.1.	1.1.
Biology Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Time and Pacing to teach material and students to master the content	Use weekly progress reports to monitor student attendance and performance in class.	Administrative Team, Testing Coordinator, Science Department Chair, District Curriculum Specialist	Monitor student attendance through MTSS and the RTTT Data Report on students missing more than 5 days.	Results on EOC
	Based on a percentage of baseline data and with an expected 333 students testing, by the end of the 2012-2013 school years, there will be an 6% (20) increase in the number of students scoring at Level 3 in Biology I.	38.5% (116)	45% (150)	Attendance for lower performing students			
			Common Assessments	Use Critical Friends/Lesson Study concept and Best Practices to help teachers plan lessons and assessments that are meaningful and application based.		Consistent monitoring of lesson plans with evidence of AVID strategies.	Classroom Walkthrough Data/Logs
			Lesson Collaboration	Provide mini lessons during the class to differentiate instruction		Administration will perform quarterly walkthroughs and week informal walks to monitor instructional environment.	Lesson Plan evaluations
			Inconsistency in test questions provided on state exam	Work with the District to provide professional development in data analysis and how to apply data to instructional practices.			Formal and informal Conferencing/Observation (s), PDP development and completion
			Access and training related to student data in Biology I	Re-teach Marzano’s High Yield Strategies and AVID WICR			
			Student Engagement	Work with Science Curriculum Specialist to receive and aggregate data for instruction.			
			Lack of communication between the school, state and district about student performance and general area of concern.				

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology Goal #2: Based on a percentage of baseline data and with an expected 333 students testing, by the end of the 2012-2013 school years, there will be an 6% (20) increase in the number of students scoring at Levels 4 and 5 in Biology I.	<u>2012 Current Level of Performance:*</u> 14% (42)	<u>2013 Expected Level of Performance:*</u> 20% (66)	Time and Pacing to teach material and students to master the content Attendance for lower performing students Common Assessments Lesson Collaboration Inconsistency in test questions provided on state exam Access and training related to student data in Biology I Student Engagement Lack of communication between the school, state and district about student performance and general area of concern.	Use weekly progress reports to monitor student attendance and performance in class. Require students to attend afterschool and night classes for low performing students Use Critical Friends/Lesson Study concept and Best Practices to help teachers plan lessons and assessments that are meaningful and application based. Provide mini lessons during the class to differentiate instruction Work with the District to provide professional development in data analysis and how to apply data to instructional practices. Re-teach Marzano's High Yield Strategies and AVID WICR Work with Science Curriculum Specialist to receive and aggregate data for instruction.	Administrative Team, Testing Coordinator, Science Department Chair, District Curriculum Specialist	Monitor student attendance through MTSS and the RTTT Data Report on students missing more than 5 days. Monitor types of assessments developed and provide teachers with feedback Consistent monitoring of lesson plans with evidence of AVID strategies. Administration will perform quarterly walkthroughs and week informal walks to monitor instructional environment.	Results on EOC District Benchmark Assessments Classroom Walkthrough Data/Logs Lesson Plan evaluations Formal and informal Conferencing/Observation (s), PDP development and completion

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Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1a.1.	1a.1.	1a.1.	1a.1.	1a.1.
Writing Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Time available to increase opportunities for students to write in a variety of formats across content areas.	Implement the use of rubrics across the content areas that mirror the state rubrics used for Florida Writes.	Administrative Team, Common Core Committee, LLT Committee, Department Chairs	Review school based assessment data Informal and formal observations and walkthroughs Lesson plan evaluation Review of District Writing Assessment Scores Common Core PD Feedback	Walkthrough Data/Logs Benchmark data from District Writes FCAT Scores Progress Reports
Based on an estimated 336 students testing, by the end of the 2012-2013 school years, there will be a 7% (23) increase in the number of students scoring at Level 3 or higher in writing.	83% (242)	90% (302)	Implementation of Common Core standards in writing Changes in the state writing assessment rubric	Review and evaluate teacher lesson plans to ensure that higher order questions are being asked and students are writing persuasive papers.			

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

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in U.S. History.			1.1.	1.1.	1.1.	1.1.	1.1.
U.S. History Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	First year implementation of EOC in US History Expected areas of content students must master	Evaluate results of EOC to plan for the 2013-14 school term and student achievement.	Administrative Team, Testing Coordinator, Social Studies Department Chair	Admin Team and social studies department will plan to have quarterly meetings to discuss student performance Informal and formal walkthroughs Lesson plan evaluation	District Benchmark Assessments CWT Data/Logs
No expected increase is provided because no baseline data is available to compare.	0 (0)	T-Score: 1st Third: 45% 2nd Third: 38% 3rd Third: 17%					
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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2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1. First year implementation of EOC in US History	2.1. Evaluate results of EOC to plan for the 2013-14 school term and student achievement	2.1. Administrative Team, Testing Coordinator, Social Studies Department Chair	2.1. Admin Team and social studies department will plan to have quarterly meetings to discuss student performance Informal and formal walkthroughs Lesson plan evaluation	2.1. District Benchmark Assessments CWT Data/Logs
U.S. History Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Expected areas of content students must master				
No expected increase is provided because no baseline data is available to compare.	0 (0)	T-Score: 1st Third: 45% 2nd Third: 38% 3rd Third: 17%					

Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1	1.1.	1.1.	1.1.	1.1.
Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*	Parental involvement is limited Transient student population Inaccurate parental contact information	Use marketing through SAC to involve more parents in school functions. Get parents to volunteer for tutoring afterschool and to help with testing during the appropriate timeframes. Work with Impact, MTSS Team, and truancy to target students with excessive absences and tardies and place them on academic and behavior contracts. Uses of Marzano’s High Yield Strategies and AVID Strategies to increase the level of student engagement in the classroom.	Administrative Team, Discipline Liaisons, Attendance Clerk, District Truancy Specialist, MTSS Team	Monitor RTTT Report for 5 days absent Monitor 15 day report Decrease the number of tardies and detentions associated with student performance in class	Weekly RTTT Report that shows a decrease in targeted areas Daily Attendance logs
Based on a population of 1330 students, by the end of the 2012-2013 school years, there will be a 10% (130) increase in the number of students attending school on a consistent basis.	93.04% (1,163)	97% (1,290)					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
Based on a population of 1330 students, by the end of the 2012-2013 school years, there will be a 10% reduction in the number of students with “excessive absences” and “excessive tardies”.	44% (558)	34% (452)					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	30% (394)	20% (266)					

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking.		1.1. Language Barrier	1.1. Investigate the use of a new language program in addition to District provided licenses for Rosetta Stone to assist students in learning the English Language.	1.1. Wendell Butler, AP; ESOL Department Chair; Media Specialist, LLT, Migrant Specialist, Testing Coordinator, Reading Coach	1.1. Administration will perform quarterly walkthroughs and weekly informal walks to monitor instructional environment.	1.1. FCAT, ACT, PSAT, & PERT Results
CELLA Goal #1:	2012 Current Percent of Students Proficient in Listening/Speaking:	ELL Students unable to take DLA or ESOL English class due to availability of credit needs in other core classes.	Utilize an ESOL aide in the ESOL classroom when available.		Assistant Principal over Testing and Testing Coordinator will monitor FAIR and CELLA data	FAIR Reports
By the end of the 2012-2013 school years, there will be a 5% (4) increase in the number of students scoring Proficient in Listening/Speaking.	49% (30)	Testing	Supplement materials for students and teachers.		Consistent monitoring of lesson plans with evidence of AVID strategies.	Classroom Walk Data
		Print deprived home environments	Look to rework master schedule in future to accommodate the ELL needs.		MTSS will monitor student grades and work with Guidance Counselors and teachers to provide additional support.	Lesson Plan Evaluations
		Student Engagement and opportunities for real life application.	Schedule Level 1 and 2 students in double block Developmental Language Arts			Quarterly Progress Reports and Report Cards
		Implementation of a new School-wide Reading Plan and implementation of the Common Core State Standards (CCSS).	Open media center and ESOL Resource room before and after school.			
			Develop Literacy Leadership and Common Core Committees who will unpack information and develop a Focus Calendar with our AVID Site Team for classroom instruction.			
			Implement a plan to use text complexity during instructional time, school-wide.			
			Retool our approach to using Marzano's High Yield Strategies. Also, provide teachers with more opportunity to receive training on Differentiated Instruction.			

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Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #2: By the end of the 2012-2013 school years, there will be a 10% (6) increase in the number of students scoring Proficient in Reading.	2012 Current Percent of Students Proficient in Reading:	Language Barrier ELL Students unable to take DLA or ESOL English class due to availability of credit needs in other core classes.	Investigate the use of a new language program in addition to District provided licenses for Rosetta Stone to assist students in learning the English Language.	Wendell Butler, AP; ESOL Department Chair; Media Specialist, LLT, Migrant Specialist, Testing Coordinator, Reading Coach	Administration will perform quarterly walkthroughs and weekly informal walks to monitor instructional environment.	FCAT, ACT, PSAT, & PERT Results FAIR Reports
	4% (3)	Testing Print deprived home environments Student Engagement and opportunities for real life application. Implementation of a new School-wide Reading Plan and implementation of the Common Core State Standards (CCSS).	Utilize an ESOL aide in the ESOL classroom when available. Supplement materials for students and teachers. Look to rework master schedule in future to accommodate the ELL needs. Schedule Level 1 and 2 students in double block Developmental Language Arts Open media center and ESOL Resource room before and after school. Develop Literacy Leadership and Common Core Committees who will unpack information and develop a Focus Calendar with our AVID Site Team for classroom instruction. Implement a plan to use text complexity during instructional time, school-wide. Retool our approach to using Marzano's High Yield Strategies. Also, provide teachers with more opportunity to receive training on Differentiated Instruction.			

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		3.1.	3.1.	3.1.	3.1.	3.1.
CELLA Goal #3:	2012 Current Percent of Students Proficient in Writing :	Language Barrier	Investigate the use of a new language program in addition to District provided licenses for Rosetta Stone to assist students in learning the English Language.	Wendell Butler, AP; ESOL Department Chair; Media Specialist, LLT, Migrant Specialist, Testing Coordinator, Reading Coach	Administration will perform quarterly walkthroughs and weekly informal walks to monitor instructional environment.	FCAT, ACT, PSAT, & PERT Results
By the end of the 2012-2013 school years, there will be a 10% (6) increase in the number of students scoring Proficient in Writing.	20% (12)	ELL Students unable to take DLA or ESOL English class due to availability of credit needs in other core classes.	Utilize an ESOL aide in the ESOL classroom when available.		Assistant Principal over Testing and Testing Coordinator will monitor FAIR and CELLA data	FAIR Reports
		Testing	Supplement materials for students and teachers.		Consistent monitoring of lesson plans with evidence of AVID strategies.	Classroom Walk Data
		Print deprived home environments	Look to rework master schedule in future to accommodate the ELL needs.		MTSS will monitor student grades and work with Guidance Counselors and teachers to provide additional support.	Lesson Plan Evaluations
		Student Engagement and opportunities for real life application.	Schedule Level 1 and 2 students in double block Developmental Language Arts			Quarterly Progress Reports and Report Cards
		Implementation of a new School-wide Reading Plan and implementation of the Common Core State Standards (CCSS).	Open media center and ESOL Resource room before and after school.			Formal and informal Conferencing/Observation (s), PDP development and completion
			Develop Literacy Leadership and Common Core Committees who will unpack information and develop a Focus Calendar with our AVID Site Team for classroom instruction.			
			Implement a plan to use text complexity during instructional time, school-wide.			
			Retool our approach to using Marzano's High Yield Strategies. Also, provide teachers with more opportunity to receive training on Differentiated Instruction.			

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Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
<p>CTE Goal #1:</p> <p>By the end of the 2012-2013 school years, there will be a 15% (35) in the number of Industry Certification Exams attempted by students in CTE classes.</p> <p>By the end of the 2012-2013 school years, there will be an 8% (21) in the number of Industry Certification Exams passed by students in CTE classes.</p>	<p>1.1.</p> <p>Access to materials and classes needed to increase the number of students taking certification test</p> <p>Industry Certified Instructors</p>	<p>1.1.</p> <p>Minimize unsuccessful elective classes and provide students with high demand sections (i.e. Engineering I, Culinary, ITT, Photoshop)</p> <p>Provide teachers in-service points to get additional training to become Adobe Certified Trainers, Comptia Trained, etc.</p>	<p>1.1.</p> <p>Wendell Butler, Assistant Principal; Keenan Wooten, Career Advisor, Guidance Counselors, Cindy Rees</p>	<p>1.1.</p> <p>Monitor course request</p> <p>Collaborate on ATD paperwork for teachers seeking additional trainings in industry certified areas.</p> <p>Monitor student performance to predict student success on Industry Certification Test.</p>	<p>1.1.</p> <p>Certification Report</p> <p>Diagnostic Tests</p> <p>Classroom Assessments</p> <p>Classroom Walkthroughs</p>

Additional Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement								
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
Based on the analysis of school data, identify and define areas in need of improvement:									
<p>1. International Baccalaureate</p> <p>Additional Goal #1:</p> <p>By the end of the 2012-2013 school years, there will be a 7% increase in the number of students earning the International Baccalaureate Diploma.</p>	<p>1.1.</p> <p>New IB Coordinator</p> <p>Change in assessment approach in IB English 4, Spanish A1 and French A1.</p>	<p>1.1.</p> <p>Coordinator will attend the IB training for coordinators in December of 2012 and will also network with veteran coordinators in FLIBS.</p> <p>Language teachers will collaborate to prepare revised lesson plans that address the new information students will need for their assessment periods. Also, additional instructional material will be provided (if funds are available).</p>	<p>1.1.</p> <p>Wendell Butler Jr., Assistant Principal; Daniel Bradshaw, IB Coordinator</p>	<p>1.1.</p> <p>Parent Feedback</p> <p>Program Evaluation</p> <p>Lesson plan evaluation</p>	<p>1.1.</p> <p>Parent Feedback</p> <p>Program Evaluation</p> <p>Lesson plan evaluation</p>				
	<table border="1"> <tr> <td>2012 Current Level :*</td> <td>2013 Expected Level :*</td> </tr> <tr> <td>53% (29)</td> <td>60% (44)</td> </tr> </table>	2012 Current Level :*	2013 Expected Level :*	53% (29)	60% (44)				
2012 Current Level :*	2013 Expected Level :*								
53% (29)	60% (44)								

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Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Advanced Placement			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1: By the end of the 2012-2013 school years, there will be a 7% (33) increase in the number of students scoring at Levels 3 or higher in Advance Placement Courses.	2012 Current Level :*	2013 Expected Level :*	Time and Pacing to teach material and students to master the content	Use weekly progress reports to monitor student attendance and performance in class.	AP Coordinator, Administrative Team	Monitor student attendance through MTSS and the RTTT Data Report on students missing more than 5 days. Monitor types of assessments developed and provide teachers with feedback Consistent monitoring of lesson plans with evidence of AVID strategies. Administration will perform quarterly walkthroughs and week informal walks to monitor instructional environment.	Formal and Informal Observations and Walkthroughs AP Test Scores Lesson Plan evaluation Student Feedback
	44% (203)	51% (238)	Skill and application retention Student Engagement and opportunities for real life application. Attendance of low performing students	Require students to attend afterschool and night classes for low performing students Use Critical Friends/Lesson Study concept and Best Practices to help teachers plan lessons and assessments that are meaningful and application based. Provide mini lessons during the class to differentiate instruction Re-teach Marzano’s High Yield Strategies and AVID WICR			

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Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention							
Dropout Prevention Goal #1: <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>			The number of student in grade 12 with excessive absences in school.	Monitor the attendance bulletin and progress reports.	Administrative Team, Attendance clerk, Guidance Counselors, Career Counselor, Graduation Coach, MTSS Team	Daily review of attendance bulletin	Report with the number of students with 10 or more absences
			Students who have not met graduation requirements in either FCAT Math or Reading	Offer student alternative assessments in SAT/ACT to obtain a concordant score		Monitoring of progress reports	Report Card grades
			Students lacking sufficient credits or GPA to graduate with a standard diploma	Meet with students to ensure they are taking the appropriate courses. When applicable, place students in courses for credit recovery or grade forgiveness through Novel Stares or FLVS		90 day evaluations for students in Credit Recovery	Final grade completions through Novel Stars and FLVS
By the end of the 2012-2013 school years, there will be a 5% (TBA) increase in the number of students graduating and a 1% (TBA) decrease in the number of students dropping out.	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>	Low self-efficacy in students who are struggling	Continue using a modified Positive Behavior Support System in conjunction with MTSS		Weekly Administrative meetings	Final grade of "C" or higher for students completing a course for grade forgiveness
	TBA	TBA					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
	TBA	TBA					
						Accurate identification of students receiving credit through MCSP and the state Definition of "Credit"	Decrease in Dropout rate

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

If No, describe the measures being taken to comply with SAC requirements.

The school consistently promotes parental involvement in the SAC at all sporting events and extracurricular functions. We send out Connect Ed phone calls inviting parents to take part in the meeting and we are actively seeking business partners and community members to help in the process

Describe the activities of the SAC for the upcoming school year

As the sole body responsible for final decision making at the school dealing with funds under SAC, the SAC will assist in the preparation and evaluation of the school improvement plan required pursuant s.1001.42 (18), F.S., and provide funding aligned to the goals in the SOP. SAC will determine how the funds are spent in support of student achievement throughout the school year.

Describe the projected use of SAC funds.

Funds will be used to help market Southeast High School; support Academic programs in competition; and provide additional instructional material to specific programs upon request.

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