FLORIDA DEPARTMENT OF EDUCATION

J. R. Arnold School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

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

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: J. R. Arnold High School	District Name: Bay
Principal: Samuel Keith Bland	Superintendent: William V. Husfelt III
SAC Chair: Teresa Dyer	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Samuel Keith Bland	Degrees: Masters: Education, Specialist Education, Bachelor Education Certifications: School Principal, Ed. Leadership, SLD K-12, Physical Ed 6-12	3	6	2011-12 Pending grade, 64 % Reading FCAT proficiency, 74% Math FCAT proficiency, 67% Reading Learning gains, 82% Math Learning Gains, 62% in Reading for lowest 25%. AMO: 2010-11: B grade, 61% reading FCAT proficiency, 56% Learning Gains, 43% for lowest 25%, AYP was not met in reading; with 52% of students scoring at or above grade level in reading, 45% of white students and 64% of Economically Disadvantaged students Reading

					Below Grade Level. 2009- 2010 J.R. Arnold High School Principal: B grade, 63% reading FCAT proficiency 85% math FCAT proficiency, 58% reading learning gains, 79% math learning gains 46% in reading for lowest 25%, 66% in math for lowest 25%, AYP was not met. 2008-2009 Florida Virtual School Principal (no data) 2007-2008 Florida Virtual School Principal (no data) 2006-2007 Florida Virtual School Principal (no data) 2005-2006 J.R. Arnold High School Assistant Principal: Grade B, 49% reading FCAT proficiency 80% math FCAT proficiency, 57% reading learning gains, 81% math learning gains 57% in reading for lowest 25%, 81% in math for lowest 25%, AYP was provisional
Assistant Principal	Julie Collinsworth	Degrees: Masters: Counseling & Psychology Bachelor: Communication Certifications: Ed. Leadership, ESE, Guidance & Counseling	2	4	2011-12 Pending grade, 64 % Reading FCAT proficiency, 74% Math FCAT proficiency, 67% Reading Learning gains, 82% Math Learning Gains lowest 25%, AYP was not met. AMO: 2008-2009 Newpoint Bay Charter High School Assistant Principal: Grade D, 39% Reading FCAT proficiency, 68% Math FCAT proficiency, 38% Reading Learning Gains, 66% Math Learning Gains, 50% in Reading lowest 25%, 57% in Math lowest 25% AYP was not met. 2007-2008 Southport Elementary School Administrative Assistant: Grade A, 83% Reading FCAT proficiency, 78% Math FCAT proficiency, 68% Reading Learning Gains, 73% Math Learning Gains, 60% in Reading for lowest 25%, 73% in Math for lowest 25% AYP was met., 62% in Reading for lowest 25%. AMO: 2010-11: B grade, **61%** reading FCAT proficiency, **56%** Learning Gains, **43%** for lowest 25%, AYP **was not met in reading;** with **52%** of students scoring at or above grade level in reading, **45%** of white students and **64%** of Economically Disadvantaged students Reading Below Grade Level. 2009- 2010 J.R. : B grade, 63% reading FCAT proficiency 85% math FCAT proficiency, 58% reading learning gains, 79% math learning gains 46% in reading for lowest 25%, 66% in math for

Assistant Principal	Gordon Pongratz	Degrees: Masters: Ed. Leadership Certifications: Physical Education K-12	2	3	2011-12 Arnold High School Pending grade, 64 % Reading FCAT proficiency, 74% Math FCAT proficiency, 67% Reading Learning gains, 82% Math Learning Gains, 62% in Reading for lowest 25%. AMO: 2010 – 2011 Bay High School. Grade: B. Reading Mastery: 49%, Math Mastery: 77%, Writing Mastery: 75%, Science Mastery: 48%, Learning Gains: Reading 45% and Math 73%. Lowest 25%: Reading 38% and Math 58%. AYP: 82%, None of the subgroups made AYP in Reading. Blacks and ED did not make AYP in Math. 2009 – 2010 Bay High School. Grade: B Reading Mastery: 47%, Math Mastery: 79%, Writing Mastery: 73%, Science Mastery: 46%, Learning Gains: Reading 45% and Math 76%. Lowest 25%: Reading 35% and Math 66%. AYP: 85%, None of the subgroups made AYP in Reading. Blacks and ED did not make AYP in Math._

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.

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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)
Literacy Reading in All H. S. Subjects	Jenne Palmer	Degrees: Bachelors, Masters, Specialist Certifications: Reading/K-12, Ed. Leadership, ESOL, Ex. Stud/K-12, ELE 1-6	9	5	2011-12 Pending grade, Reading 64 % Satisfactory or higher, Reading points for gains 67%, 62% Reading gains for low 25%. AMO: 2010-11: B grade, 61% reading FCAT proficiency, 56% Learning Gains, 43% for lowest 25% 2009-10 : B grade, 63% reading FCAT proficiency, 58% Learning Gains, 46% for lowest 25% 2008 -09: A grade, 62% reading FCAT proficiency, 63% Learning Gains, 63% for lowest 25% 2007-08: B grade, 59% reading FCAT proficiency, 61% Learning Gains, 44% for lowest 25% 2006 -07: B grade, 54% reading FCAT proficiency, 56% Learning Gains, 47% for lowest 25%

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Principal/Administration will meet regularly with new teachers.	Principal/Administration	On-going
2. New teachers will participate in Bay District's New Teacher Induction Program.	Assistant Principal	May 2013
3. ESOL Endorsement, Reading Endorsement and NGCAR-PD opportunities provided to all staff members via Bay District initiatives.	Administration/Literacy Coach	On-going
4. Opportunities for professional development through T2T (Teacher-to-Teacher)	Administration/Literacy Coach	May 2013
5. Use on online application database for new recruits	Administration	On-going
6. New teachers may be partnered with veteran staff.	Assistant Principal	On-going

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

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Number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
Two Teacher	Referred to HR in order to add certification to become Highly Qualified. Provide peer instructor for sharing of materials and department aligning of curriculum for each subject offered.

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
73	0	22% (16)	27% (20)	51% (37)	48% (35)	100% (73)	8% (6)	8% (6)	5% (4)

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
Daphne Graham, Staff Training Specialist	Matt Emory	Completing alt certification requirements	Assistance with alt. cert. completion
Terri Lowe, Staff Training Specialist	Frank Padula, Brad McQuagge, Whitney Walker, Laura Thomas, & Kathleen. McNulty	Completing alt certification requirements	Assistance with alt. cert. completion
Jenne Palmer, Literacy Coach	Joseph Bell, Tara Lemieux, Maritza Payano, Victor Payano, Rick Sylvester, Natalie Vogler (CARPD) Sara Register (Reading Endorsement)	Completion of CARPD program or Reading Endorsement	Provide Assistance with completing CARPD program or Reading Endorsement
Suzanne Witham, Staff Training Specialist	New and beginning teachers when applicable	Completing certification requirements	Assistance with cert. completion

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Additional Requirements *Coordination and Integration-*Title I Schools Only <u>ARNOLD IS NOT AN IDENTIFIED TITLE I SCHOOL</u>

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. The core team: Principal Keith Bland; Assistant Principal Gordon Pongratz; Jenne Palmer, MTSS/RtI Chair and Literacy Coach; Alexis Underwood, Reading Dept. Chair; Nancy Dow, Science Dept. Chair; Patty Turbeville, Technology Lead Teacher; and Representatives from other departments as needed during the school year as well as the MTSS/RtI district school coach if available. After district implementation expectations are communicated, the Arnold H.S. <u>Administrator (K. Bland)</u> will provide a common vision for the use of data-based decision-making, ensure that the school-based team is implementing RTI and ensure implementation of intervention support and documentation. <u>Literacy Coach (J. Palmer)</u> will provide guidance, facilitate and support data collection activities; assist in data analysis; provide professional development and technical assistance to teachers regarding data based instructional planning; support the implementation of Tier1, Tier 2, and Tier 3 intervention plans, <u>Guidance Counselor (Jamie Campbell)</u> will provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students; assist the school and families to support the child's academic, emotional, behavioral and social success. <u>Dept. Chairs</u> provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities. School Psychologist (J. Shipbaugh) will participate in collection, interpretation, and analysis of data; facilitate development of intervention plans; provide support for intervention fidelity and documentation; provide professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitate data-based decision making activities. <u>ESE teacher and Speech/ Language Pathologist</u> will educate the team in the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design; assist in the selection of screening measures; and help identify systemic patters of student need with respect to language skills. Case Review Team: Administration (J. Collinsworth), School Psychologist (J. Shipbaugh) and ESE Resource Teacher.
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 Arnold H.S. RtI team will meet as needed to review school data from a variety of sources and identify students that may require interventions and begin the implementation stage of the problem solving process as well as working with other school teams to organize/coordinate RtI efforts.
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? SIP/SLT members are on the RtI Leadership Team to ensure the problem-solving process is being used in the development and implementation of the SIP. SIP/SLT members will collaborate with Dept. Chairs and lead teachers/specialists on the problem-solving process to provide input into the development and implementation of the SIP. This process will help the team to ensure that SIP includes information about core instruction, participation in student data collection, delivery of Tier 1 instruction/intervention, and collaboration with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.
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. **After the identification of students, a spreadsheet will be compiled to track and monitor all students currently involved in RtI. Baseline data: Discovery Education, FOCUS, Diagnostic Assessment for Reading (DAR) End of year: FCAT and EOCs**
Describe the plan to train staff on MTSS. An overview of the RtI process will be shared with staff as needed. On-going Professional development will be provided during teachers' common planning time, such as Teacher to Teacher, and small common planning sessions throughout the year. The Literacy coach or assigned District RtI Coach will brief and update the team as they will attend RtI meetings. All RtI leadership team members will be encouraged to complete the DOE on-line training course.
Describe the plan to support MTSS. School Improvement planning strategies will be implemented to support MTSS as identified and needed to assist teachers with implementing Tier 1 and Tier 2 instruction and intervention.

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Principal: Keith Bland; Jenne Palmer, LLT Chair and Literacy Coach; Alexis Underwood, Reading Dept. Chair; Chris Smith, Reading Demonstration Teacher; Nancy Dow, Science Dept. Chair; Patty Turbeville, Technology Lead Teacher; and Representatives from the Reading department and other content area departments as needed during the school year.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). Arnold High School's LLT functions follow the Bay District Comprehensive Reading Plan and State Comprehensive Reading expectations. The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern (s) across the school. The LLT will meet as needed and both the principal (or admin designee) and coach will have the responsibility of determining agendas and facilitating the Literacy Leadership Team meetings. Both the principal and the coach will be active members of the LLT and will be expected to attend all meetings. The principal will support the Literacy Leadership Team as they develop site based guidelines for literacy development. Opportunities for training and support in literacy building will be recommended by the principal to the Literacy Leadership Team. The principal will establish a culture of importance and respect for the Literacy Leadership Team and the decisions and /recommendations thereof. The principal and coach will be expected to meet together regularly to discuss reading data, plan agendas for LLT meetings, and based on the needs reflected in the data, develop an appropriate plan for professional development. While the coach may be responsible for the implementation of the professional development plan, the principal is expected to contribute to the plan and understand the reasoning for offering the identified professional development. The coach and the principal will be responsible for follow up of the professional development activities.
What will be the major initiatives of the LLT this year? Support for Quantum Learning strategies across the content areas, CRISS follow-up professional development strategies, introduction into Kagan strategies, and opportunities for observations of the District Secondary Demo Reading teacher and/or a preferred reading/content area teacher will be offered for Content Area Teachers to build capacity in differentiated instruction. 2. Secondary Framework follow-up professional development will be provided to all Reading Teachers to build capacity in differentiated instruction. 3. Discovery Education data will be used to drive instructional focus calendars/pacing guides and for MTSS implementation, (if needed).

Public School Choice   **Not applicable for Arnold High School**
- **Supplemental Educational Services (SES) Notification**
  Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

*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?

Arnold High School has developed a number of programs, both applied and integrated, that enables student to begin training for various careers. The Workforce Developmental Council Advisory Board and local school board approved implementation of 3 career academies: Culinary Academy, Performing Arts Academy and Engineering Academy. All will be providing an industry exam.   • Principles of Engineering Academy – this program has a both a classroom and hands on component. It introduces students to various career fields, terminology, and methodologies in the field of Engineering.   • Culinary Academy – this program has a both a classroom and hands on component. It introduces students to various career fields, terminology, and methodologies in

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the field of the Culinary arts.

- Performing Arts Academy – has both classroom and hands on component. It introduces students to various career fields, terminologies in the field of the Performing Arts.
- Co-op Program – – this program has a both a classroom and hands on component. It introduces students to a variety of career fields. Students are allowed to earn credit and also gain on-the –job training skills at various work locations terminology.
- Advanced Placement Courses – these courses allow students to be exposed to the rigor and relevance of college level materials while remaining in a traditional high school classroom setting. Upon the passing of a College Board generated exam, students may receive college credit.

Dual Enrollment Courses – these courses allow students to be exposed to the rigor and relevance of college level materials while remaining in a traditional high school classroom setting. Upon the successful completion of these courses, students earn college credit through Gulf Coast Community College.

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?

Arnold High School promotes student involvement and input when developing each student's schedule.

- Allow students to input in the spring semester for the next year's schedule, thus allowing students to select courses that they are interested in.
- Invite representatives from various colleges, both in state and out of state, to discuss entrance requirements, credit transfers, and college life. This allows students to have knowledge and insight when selecting a college.

Within our Collegiate Study Program, students are given the opportunity to take a 2 to 3 day trip to a number of state colleges. On this recruiting trip, students not only learn entrance requirements, they are given a firsthand tour of the campus.

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.

Arnold High School provides a number of strategies that fosters student readiness for post-secondary that are based on the High School Feedback Report.

- Fostering student/teacher communication regarding graduation requirements, scholarships, career opportunities and counseling. All will be achieved through guidance department and homeroom teachers.
- Provide test prep opportunities for SAT and ACT through classrooms and after school course offerings.
- Identify students in regards to Senate Bill 1908 to prepare them for college readiness in math. Specific course offered-Math for College Readiness.
- Provide CPT (College Placement Test) to determine college readiness for math and language courses.
- Host college and career information sessions for parents and students after school
- Host financial aid and scholarship workshops for parents and students.
- Assist students in college admission process by providing college application and essay workshops.
- Provide opportunity for students to take CTE (Career Technical Exam) in culinary, engineering, drama and technology fields.
- Collaborate with local businesses to provide career exploration.
- Encourage and provide opportunities for students to take the PSAT

- Encourage and provide opportunities for students to take ACT and SAT prep courses
- We offer Advanced Placement and Dual Enrollment classes that allow students to earn college credit while still in high school.

We offer waivers for our economic disadvantaged to take standardized test such as the ACT and SAT free of charge.

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PART II: EXPECTED IMPROVEMENTS

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1.New 7 period day increases the amount of work each student must process, possibly decreasing the attention to literacy skills.	1A.1. Teachers will be trained in Common Core through Springboard and use CRISS / Quantum Learning brain based instructional strategies to increase literacy skills, and help students process their work load.	1A.1. Principal Dept. Chair Literacy Coach	1A.1. Focus calendars/Pacing Guides Classroom observations Discovery Ed. Progress Monitoring	1A.1. FCAT
Reading Goal #1A: _Students scoring at Level 3 in ninth and tenth grade will increase by 3%(165)_	2012 Current Level of Performance:* _25%(162)_	2013 Expected Level of Performance:* _28%(165)_					
			1A.2. Teachers have double the number of students as compared to last year due to change from 90 min. block to 45 min. 7 period day.	1A.2. Teachers will incorporate school-wide Quantum strategies into daily/weekly and common collaborative lesson planning.	1A.2. Principal Dept. Chair Literacy Coach	1A.2. Focus calendars/Pacing Guides Classroom observations Teacher Growth plans/IPDP Discovery Ed. Progress Monitoring	1A.2.FCAT
			1A.3. Access is limited to computer based literacy practice and instruction in the same format as the state FCAT.	1A.3. Teachers will utilize smart board and book computer labs when available to provide on-line education in the same format and using the same technology as the state test.	1A.3. Principal Dept. Chair Literacy Coach	1A.3. Focus calendars/Pacing Guides Classroom observations Discovery Ed. Progress Monitoring	1A.3.FCAT
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Reading Goal #1B: Pending due to release of high school data.	2012 Current Level of Performance:* _Pending data_	2013 Expected Level of Performance:* _Pending data_					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.

			1B.3.	1B.3.	1B.3.	1B.3.	1B.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
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. New 7 period per day increases the amount of	2A.1. Introduce Common Core from Springboard training within school-wide instruction for 9th and 10th grade to target advanced literacy skills and incorporate CRISS strategies into lesson plans. work each student must process, possibly decreasing the attention to literacy skills.	2A.1. Principal Keith Bland Dept. Chair Alexis Underwood Literacy Coach Jenne Palmer	2A.1. Focus Calendars/Pacing Guides Classroom observation Teacher Growth Plans/IPDP	2A.1. FCAT Discovery Ed. Progress Monitoring
Reading Goal #2A: *Students scoring at or above level 4 in ninth and tenth grade reading will improve by 3%. (230)*	2012 Current Level of Performance:* *35%(227)*	2013 Expected Level of Performance:* *38%(230)*					
			2A.2. Teachers have double the number of students as compared to last year due to change from 90 min. block to 45 min. 7 period day.	2A.2. Teachers will incorporate and plan collaboratively during common planning to include Quantum Learning strategies to increase motivation and increase understanding of the importance of test performance.	2A.2. Principal Keith Bland Dept. Chair Alexis Underwood Literacy Coach Jenne Palmer	2A.2. Focus Calendars/Pacing Guides Classroom Observation Discovery Ed. Progress Monitoring	2A.2.FCAT
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Reading Goal #2B: Pending due to release of high school data.	2012 Current Level of Performance:* *Pending data*	2013 Expected Level of Performance:* *Pending data*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.

		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. New 7 period per day increases the amount of work each student must process, possibly decreasing the attention to literacy skills.	3A.1. Introduce Common Core from Springboard training for school-wide instruction to 9th and 10th grade to target advanced literacy skills and incorporate CRISS strategies into lesson plans. Professional development to support content area teachers incorporating literacy framework and RtI strategies will be provided in Teacher to Teacher trainings and department meetings.	3A.1. Principal Keith Bland, Dept. Chair Alexis Underwood Literacy Coach Jenne Palmer	3A.1. Focus calendars/Pacing Guides Classroom observations Teacher to teacher sign in logs, Fidelity Checks, Discovery Education Progress Monitoring, Maze and/or DAR	3A.1.FCAT
Reading Goal #3A: *At least 50% (120) of the lowest 25% of ninth and tenth grade students will make learning gains.*	2012 Current Level of Performance:* *62% (125)*	2013 Expected Level of Performance:* *65% (128)*					
			3A.2. Teachers have double the number of students as compared to last year due to change from 90 min. block to 45 min. 7 period day.	3A.2. All Teachers will use Quantum strategies such as mind mapping and power pegs to increase the academic skills of students. Reading teachers will also implement the framework and CRISS strategies.	3A.2. Principal Keith Bland, Dept. Chair Alexis Underwood Literacy Coach Jenne Palmer	3A.2. Focus calendars Classroom observations Fidelity Checks Discovery Education Progress Monitoring, Maze and/or DAR Teacher Growth Plans/IPDP	3A.2.FCAT
			3A.3. Access is limited to computer based literacy practice and instruction in the same format as the state FCAT.	3A.3. Teachers will utilize and plan collaboratively during common planning to include new smart boards and available computer labs as much as possible for student preparation and practice.	3A.3. Principal Keith Bland, Dept. Chair Alexis Underwood Literacy Coach Jenne Palmer	3A.3. Focus calendars/Pacing Guides Classroom observations Fidelity Checks Discovery Education Progress Monitoring, Maze and/or DAR	3A.3.FCAT
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Reading Goal #3B: Pending due to release of	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

high school data.	*Pending data*	*Pending data*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. New 7 period per day increases the amount of work each student must process, possibly decreasing the attention to literacy skills.	4A.1. Introduce Common Core from Springboard training for school-wide instruction to 9th and 10th grade to target advanced literacy skills and incorporate CRISS strategies into lesson plans. Professional development to support content area teachers incorporating literacy framework and RtI strategies will be provided in Teacher to Teacher trainings and department meetings.	4A.1. Principal Keith Bland Dept. Chair Alexis Underwood Literacy Coach Jenne Palmer	4A.1. Focus calendars/Pacing Guides Classroom observations Teacher to teacher sign in logs, Fidelity Checks, Discovery Education Progress Monitoring, Maze and/or DAR	4A.1. FCAT
Reading Goal #4: At least 50% (120) of the lowest 25% of ninth and tenth grade students will make learning gains.	2012 Current Level of Performance:* 62% (125)	2013 Expected Level of Performance:* 65% (128)					
			4A.2. Teachers have double the number of students as compared to last year due to change from 90 min. block to 45 min. 7 period day.	4A.2. All Teachers will use Quantum strategies such as mind mapping and power pegs to increase the academic skills of students. Reading teachers will also implement the framework and CRISS strategies.	4A.2. Principal Keith Bland Dept. Chair Alexis Underwood Literacy Coach Jenne Palmer	4A.2. Focus calendars Classroom observations Fidelity Checks Discovery Education Progress Monitoring, Maze and/or DAR Teacher Growth Plans/IPDP	4A.2. FCAT
			4A.3. Access is limited to computer based literacy practice and instruction in the same format as the state FCAT.	4A.3. Teachers will utilize and plan collaboratively during common planning to include new smart boards and available computer labs as much as possible for student preparation and practice.	4A.3. Principal Keith Bland, Dept. Chair Alexis Underwood Literacy Coach Jenne Palmer	4A.3. Focus calendars/Pacing Guides Classroom observations Fidelity Checks Discovery Education Progress Monitoring, Maze and/or DAR	4A.3. FCAT

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	AMO Reading Performance Target is at 64% Satisfactory or Higher	AMO Reading Performance Target will be 68% Satisfactory or Higher	AMO Reading Performance Target will be 71% Satisfactory or Higher	AMO Reading Performance Target will be 74% Satisfactory or Higher	Target will be 77 % Satisfactory or Higher	Target will be 81 % Satisfactory or Higher
Reading Goal #5A: The Annual Measurable Objective for reading performance will increase by 4% or more by 2013 and will continue to increase each year to reduce the achievement gap.							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**			5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
Reading Goal #5B: Pending due to release of high school data.	2012 Current Level of Performance:* *Pending data* White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* *Pending data* 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
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Reading Goal #5C: Pending due to release of high school data.	2012 Current Level of Performance:* *Pending data*	2013 Expected Level of Performance:* *Pending data*					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Reading Goal #5D: Pending due to release of high school data.	2012 Current Level of Performance:* *Pending data*	2013 Expected Level of Performance:* *Pending data*					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. New 7 period per day increases the amount of work each student must process, possibly decreasing the attention to literacy skills.	5E.1.Teachers will incorporate into the classroom strategies from training in Common Core from Springboard and Quantum Learning: brain research, conflict resolution and relationship building.	5E.1. Principal Keith Bland Dept. Chair Alexis Underwood Literacy Coach Jenne Palmer	5E.1. Focus calendars/Pacing guides Classroom observations	5E.1. FCAT
Reading Goal #5E: *The number of economically disadvantaged students not making satisfactory progress in reading will be reduced by 3%.* Specific data pending due to release of high school data.	2012 Current Level of Performance:* Pending due to release of high school data.	2013 Expected Level of Performance:* Pending due to release of high school data.					
			5E.2. Teachers have double the number of students as compared to last year due to change from 90 min. block to 45 min. 7 period day.	5E.2. Teachers will provide and plan collaboratively during common planning to include explicit strategy instruction through the reading framework with increased guided, individual and small group practice. Collaborative planning will also cover core instruction, student data collection, delivery of Tier 1 instruction/intervention, collaboration with other staff to implement Tier 2 interventions, and to integrate Tier 1 materials/instruction with Tier 2/3 activities.	5E.2. Principal Keith Bland Dept. Chair Alexis Underwood Literacy Coach Jenne Palmer	5E.2. Focus calendars/Pacing guides Classroom observations Fidelity Checks, Discovery Education and/or DAR	5E.2. FCAT
			5E.3. Access is limited to computer based literacy practice and instruction in the same format as the state FCAT.	5E.3. Teachers will utilize new smart boards and available computer labs as much as possible for student preparation.	5E.3. Principal Keith Bland Dept. Chair Alexis Underwood Literacy Coach Jenne Palmer	5E.3. Focus calendars/Pacing guides Classroom observations and Fidelity Checks	5E.3. FCAT

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Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading Summer Retreat on Reading Framework	Reading	Literacy Coach	All Reading Teachers	July 20th, 2012	Dept. Meetings, focus calendar/pacing guide	Dept. Chair, Literacy Coach
Quantum Learning Advanced Levels	ALL	Amy Smith/Facilitator	School-wide	Initial training Jul 31-Aug 3, Week of Quantum learning Aug 21-24	Teacher to teacher, focus calendar/pacing guide	Dept. Chair, Literacy Coach, Admin
Springboard/Pacing Guide training	English/LA	District	All English/LA Teacher	August 6-8, 2012	Dept. and Grade Level Meetings	Department Chairs and Administration
Teacher 2 Teacher/FOCUS/ Quantum Learning/Smart Board, Common Core, RtI, etc...	Reading	Lead Teacher Literacy Coach	All Reading Teachers	Once a month	Dept. Meetings, Focus calendars/pacing guides	Dept. Chair, Literacy Coach, Admin.

Reading Budget

Include only school funded activities/materials and exclude district funded activities/materials. **AHS WILL PROVIDE AS NEEDED.**

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

ARNOLD HAS LESS THAN 15 STUDENTS. HOWEVER WE WILL IDENTIFY STRATEGIES TO HELP THESE STUDENTS AS NEEDED.

CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials. **AHS WILL PROVIDE AS NEEDED.**

End of CELLA Goals

High School AMO Mathematics Goals

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

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
A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 63%	AMO Mathematics Performance Target is at 74% Satisfactory or Higher	AMO Reading Performance Target will be at 69% Satisfactory or Higher	AMO Reading Performance Target is at 72% Satisfactory or Higher	AMO Reading Performance Target is at 75% Satisfactory or Higher	AMO Reading Performance Target is at 78% Satisfactory or Higher	AMO Reading Performance Target is at 82% Satisfactory or Higher
HS Mathematics Goal A: Objective for mathematics performance will continue to increase each year to reduce the achievement gap by 50% or more.							

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. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**			3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
HS Mathematics Goal B: Specific data pending due to release of high school data.	2012 Current Level of Performance:* *Pending data* White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* *Pending data* White: Black: Hispanic: Asian: American Indian:						

		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
C. English Language Learners (ELL) not making satisfactory progress in mathematics.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
HS Mathematics Goal C: Specific data is pending due to release of high school data.	2012 Current Level of Performance:* ***Pending data***	2013 Expected Level of Performance:* ***Pending data***					
			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
D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
HS Mathematics Goal D: Specific data is pending due to release of high school data.	2012 Current Level of Performance:* ***Pending data***	2013 Expected Level of Performance:* ***Pending data***					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
E. Economically Disadvantaged students not making satisfactory progress in mathematics.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
HS Mathematics Goal E: Specific data is pending due to release of high school data.	2012 Current Level of Performance:* *Pending data*	2013 Expected Level of Performance:* *Pending data*					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of HS Mathematics AMO Goals

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

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra 1.			1.1. 45 min. class period compared to 90 min. in previous year.	1.1. Teachers will be trained in Common Core and integrate Quantum Learning Brain-based Instructional Strategies	1.1. Mathematics teachers and Administration	1.1. Classroom Observations based on C. Danielson's model	1.1. End of Course Exam in Algebra 1
Algebra 1 Goal #1: Students showing proficiency will improve by at least 1% (96) 9th and/or 10th grade EOC	2012 Current Level of Performance:* **48% [94]**	2013 Expected Level of Performance:* **49% [96]**					
			1.2. Math teachers have double the number of students each day compared to last year.	1.2. After school tutoring and/or peer tutoring, Technology based instruction and use of Pacing Guides.	1.2. Mathematics Teachers and Administration	1.2. Discovery Ed. testing for Fall, Winter and Spring, Dep. testing for monitoring student progress and Action Research Plans (IPDP).	1.2. Curriculum planning guides developed by district math teachers located on AHS I drive
			1.3. Alg. I is no longer split into Alg. IA & Alg. IB, so there is less time to teach the same content.	1.3. Students are dismissed 30 minutes earlier than last year. This time allows students to receive extra help before buses arrive for pick up.	1.3. Mathematics Teachers and Administration	1.3. Individual Professional Development Plans (IPDP)/Action Research	1.3. End of Course Exam in Algebra 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
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			2.1. 45 min. class period compared to 90 min. in previous year.	2.1. Teachers will be trained in Common Core and integrate Quantum Learning Brain –based Instructional Strategies	2.1. Mathematics Teachers and Administration	2.1. Classroom Observations based on C. Danielson's model	2.1. End of Course Exam in Algebra 1
Algebra Goal #2: Students above proficiency will increase by at least 1% (65) 9th and/or 10th grade EOC	2012 Current Level of Performance:* **32% [63]**	2013 Expected Level of Performance:* **33% [65]**					
			2.2. Math teachers have double the number of students each day compared	2.2. After school tutoring and/or peer tutoring, Technology based	2.2. Mathematics Teachers and Administration	2.2. Discovery Ed. Testing and Dept. Testing for progress monitoring	2.2. End of Course Exam in Algebra 1

		to last year.	instruction and use of Pacing Guides.			
		2.3. Alg. I is no longer split into Alg. IA & Alg. IB, so there is less time to teach the same content.	2.3. Students are dismissed 30 minutes earlier than last year. This time allows students to receive extra help before buses arrive for pick up.	2.3. Mathematics Teachers and Administration	2.3. Individual Professional Development Plans (IPDP)/Action Research	2.3. End of Course Exam in Algebra 1

End of Algebra 1 EOC Goals

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

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

Geometry 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. 45 min. class period compared to 90 min. in previous year.	1.1. Teachers will be trained in Common Core and use Quantum Learning Brain-based instructional strategies	1.1. Geometry Teachers and Administration	1.1. Classroom Observations based on C. Danielson's model	1.1. End of Course Exam for Geometry
Geometry Goal #1: Students taking EOC's will show proficiency and improve by at least 1% (16) Based on scoring in the 2nd third.	2012 Current Level of Performance:* **25% [15]**	2013 Expected Level of Performance:* **26% [16]**					
			1.2. Geometry teachers have double the number of students each day compared to last year.	1.2. after school and/or peer tutoring	1.2. Mathematics Teachers and Administration	1.2. Discovery Ed. Testing and Dept. Testing for progress monitoring	1.2. End of Course Exam
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1. 45 min. class period compared to 90 min. in previous year.	2.1. Teachers will integrate Quantum Learning Brain-based Instructional Strategies	2.1. Mathematics Teachers and Administration	2.1. Classroom Observations based on C. Danielson's model	2.1. End of Course Exam
Geometry Goal #2: Students above proficiency will increase by 1% (33) or more. Based on scoring in the top third.	2012 Current Level of Performance:* **52% [32]**	2013 Expected Level of Performance:* **53% [33]**					
			2.2. Geometry teachers have double the number of students each day compared to last year.	2.2. after school and/or peer tutoring	2.2. Mathematics Teachers and Administration	2.2. Classroom Observations based on C. Danielson's model	2.2. End of Course Exam
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Geometry EOC Goals

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Rule 6A-1.099811
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Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Quantum Learning Advanced Levels	ALL	Amy Smith/Quantum Learning	School-wide	Initial training Jul 31-Aug 3, Week of Quantum learning Aug 21-24	Teacher to teacher, focus calendar/pacing guide	Administration
Teacher 2 Teacher/FOCUS/ Quantum Learning/Common Core/RtI Problem Solving	Math	Lead Teacher and/or Literacy Coach	All Math Teachers	Once a month	Dept. Meetings, Focus calendars/pacing guides	Dept. Chair, Lead Teacher and Administration
Smart Board Strategies	Math	Lead Teacher	All Math Teachers	Teacher to Teacher	Dept. Meetings, Teacher to Teacher	Dept. Chair, Lead Teacher and Administration

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials. ARNOLD WILL PROVIDE AS NEEDED.

End of Mathematics Goals

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

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

Biology 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology 1. Biology 1 Goal #1: *Achievement Levels are not set for Biology I EOC* *The percentage of students scoring in the second-third percent will increase by 1% or more.*	2012 Current Level of Performance:* *29% (32) Students taking Biology I EOC scored in the bottom one-third*	2013 Expected Level of Performance:* *30% (33) or more of all Biology Students taking the Biology EOC will score second third.*	1.1. Wide range of students' reading levels can be very challenging; especially with the new 7 period day with even more students than previous year.	1.1. Incorporate differentiated Reading strategies into standard based lessons with Read, Retrieve, Connect and Use. RRCU is designed to improve student achievement in science by emphasizing content and developing informational text. Each RRCU identifies one Common Core Reading standard for Science and Technical texts to be addressed by the module Incorporate Science World Readings and CRISS Strategies	1.1. Nancy Dow, Science Chair; Keith Bland, Principal and Jenne Palmer, Literacy Coach	1.1. Increased achievement on RRCU. There are 12 RRCU modules, one for each major standard Discovery Education	1.1. Keep a Portfolio of students RRCU assessments EOC
			1.2. Biology teachers lack rigorous levels of content knowledge.	1.2. Increase teacher content knowledge by having bi-monthly meetings with Biology team; collaborate and share ideas, review upcoming weeks pacing guide.	1.2. Nancy Dow, Science Chair; Keith Bland, Principal	1.2. Review of Biology Team Lesson Plans	1.2. Lesson Plans
			1.3. Motivation of students	1.3. CRISS and Quantum learning strategies	1.3. Nancy Dow, Science Chair; Keith Bland, Principal and Jenne Palmer, Literacy Coach	1.3. Observations and Discovery Ed	1.3. EOC Discovery Ed.
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 Biology 1.							
Biology 1 Goal #2: *Achievement level are not set for Biology I EOC* *The percentage of the students in the highest one-third percent will increase by 3 % or more.*	2012 Current Level of Performance:* *57% (63) students taking the Biology I EOC scored in the top one-third.*	2013 Expected Level of Performance:* *60% (65) students taking the Biology I EOC will score in the top one-third*	2.1. Wide range of reading levels can be challenging.	2.1. Incorporate Science World reading monthly into Science curriculum. Relevant and current Nonfiction reading with differentiated higher order thinking questions.	2.1. Nancy Dow, Science Chair; and Jenne Palmer, Literacy Coach	2.1. Portfolio of Science World readings with student work.	2.1. Portfolio of Science World readings with student work.
			2.2. Limited exposure to higher order thinking questions	2.2. Increase rigor of course by implementing AP learning strategies of analysis, synthesis, and organization in Honors, DE and AP	2.2. Nancy Dow, Science Chair; and Jenne Palmer, Literacy Coach	2.2. Monitor data on Discovery Education	2.2. EOC Discovery Ed
			2.3. Lack of access and teacher knowledge to technology like Probe ware for labs.	2.3. Invest in Probe ware for Biology classes and Teacher training on how to use probe ware for labs.	2.3. Nancy Dow, Science Chair; Keith Bland, Principal	2.3. Discovery Education	2.3. Discovery Education

End of Biology 1 EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Biology Team & Teacher 2 Teacher topics such as Common Core, FOCUS, etc…	10	Nancy Dow &/or lead teacher	All Biology teachers	Meet twice a month for 30 minutes during common planning. Also collaborate and share materials through drop box.	Class observations, following pacing guides , bi-monthly meetings	Nancy Dow, Science Chair and administration
Smart Board training	9-12 all Science	Patty Turbeville	All Science teachers	Teacher-to teacher	Use of Smart board technology through-out science classrooms	Nancy Dow; Keith Bland through classroom observations
Quantum Learning	9-12 All subjects	Amy Smith Keith Bland	All AHS teachers	August-2012	Lesson Plans for Quantum Week	Keith Bland
Professional Development on Reading in content Strategies	9-12	Jenne Palmer	All Science teachers	Monthly meetings	Meeting notes and sign in sheets	Nancy Dow and Jenne Palmer

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials. ARNOLD WILL PROVIDE AS NEEDED.

End of Science Goals

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Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1. Due to new 7 period day, teachers have an increased number of students (compared to last year) lacking the grammar and composition skills necessary to excel on the writing exam.	1A.1. Students will receive explicit writing instruction in Language Arts classes through the Springboard curriculum. Students will be challenged with rigors of common core standards.	1A.1. Principal Keith Bland Dept. Chair Sherry Czupryk Literacy Coach Jenne Palmer	1A.1. Focus Language Arts pacing guides calendars	1A.1. FCAT writes
Writing Goal #1A: 83% (250) of 10th grade students will achieve a level of 3.0 or above in writing.	2012 Current Level of Performance:* *80% (247)*	2013 Expected Level of Performance:* *83% (250)*					
			1A.2. Access to computer labs and in class computers are limited to increase motivation and practice grammar and composition skills necessary to improve on the writing exam.	1A.2. Students will receive differentiated instruction with Quantum and CRISS strategies to motivate students as they practice grammar and composition skills. New Smart boards and available computers/labs will be utilized to practice writing.	1A.2. Principal Keith Bland Dept. Chair Sherry Czupryk Literacy Coach Jenne Palmer	1A.2. Focus Language Arts pacing guides calendars	1A.2. FCAT writes
			1A.3. Teachers have only 45 minutes per class compared to 90 minutes last year to teach students lacking the knowledge and understanding of the grading rubric for the 60 min. FCAT writing exam.	1A.3. Students will receive explicit writing instruction and practice on the writing rubric.	1A.3. Principal Keith Bland Dept. Chair Sherry Czupryk Literacy Coach Jenne Palmer	1A.3. Focus Language Arts pacing guides calendars	1A.3. FCAT writes
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Writing Goal #1B: Specific data pending due to release of high school data.	2012 Current Level of Performance:* *Pending data*	2013 Expected Level of Performance:* *Pending data*					

		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Springboard/Pacing guide training	English	District	All English Teachers	August 6-8, 2012	Dept. & grade level meetings	Department Chair, Admin
Teacher 2 Teacher Quantum, Focus, Smart Board, Common Core etc.	ALL	Lead Teach, Literacy Coach	All teachers	Once a month	Dept. & grade level meetings	Department Chair, Admin, Literacy Coach
Writing rubric awareness training and common core writing	English	District, Lead Teach, Literacy Coach, Dept. Chair	All English Teachers	Fall/Winter 2012 as needed	Dept. & grade level meetings	Department Chair, Admin, Literacy Coach

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials. **ARNOLD WILL PROVIDE AS NEEDED.**

End of Writing Goals

U.S. History End-of-Course (EOC) Goals *(required in year 2013-2014)* Arnold is making preparations for implementation.

	Total:

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]).

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. Parents and Students must adjust to new 7 period day schedule. Parental Transportation Arrives Late	1.1. Use of IRIS to notify parents of student absence. School Attendance Policy includes disciplinary consequences for excessive tardies. Teachers and Administrative Staff in the Hallways.	1.1. Administration Attendance Clerk Teachers	1.1. Attendance reports Discipline Referrals	1.1. FOCUS reports
Attendance Goal #1: Increase attendance rate by 3%	2012 Current Attendance Rate:* 93.6% (1355)	2013 Expected Attendance Rate:* *94.6% (1365)*					
	2012 Current Number of Students with Excessive Absences (10 or more) *Pending data*	2013 Expected Number of Students with Excessive Absences (10 or more) *Pending data*					
	2012 Current Number of Students with Excessive Tardies (10 or more) *Pending data*	2013 Expected Number of Students with Excessive Tardies (10 or more) *Pending data*					
			1.2. Tourist Season Traffic. Spring Break Community Activities/Distractions	1.2. Attendance verification	1.2. Administration Attendance Clerk	1.2. Attendance reports	1.2.FOCUS reports
			1.3. Tourism Employment Opportunities	1.3. Use of IRIS to notify parents of student absence	1.3. Administration Attendance Clerk	1.3. Attendance reports	1.3. FOCUS reports

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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FOCUS/Common Core	All teachers	Literacy Coach and/or Lead Teacher	All teachers	On-going	As needed	Focus or SLT Team & Admin
Quantum Learning	All teachers	Literacy Coach and/or Lead Teacher	All teachers	On-going	As needed	QUANTUM Team & Admin

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials. **ARNOLD WILL PROVIDE AS NEEDED.**

End of Attendance Goals

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

Suspension Goal(s)		Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension Suspension Goal #1: Decrease number of ISS and OSS incidents and students involved by 3%	2012 Total Number of In –School Suspensions / *Pending Data* 2012 Total Number of Students Suspended In-School / *Pending Data* 2012 Total Number of Out-of-School Suspensions / *Pending Data* 2012 Total Number of	2013 Expected Number of In- School Suspensions / *Pending Data* 2013 Expected Number of Students Suspended In -School / *Pending Data* 2013 Expected Number of Out-of-School Suspensions / *Pending Data* 2013 Expected	1.1. Inconsistent classroom management skills	1.1. Quantum Learning	1.1. Administration	1.1. Discipline Referrals	1.1. FOCUS

	Students Suspended Out- of- School	Number of Students Suspended Out- of-School					
	Pending Data	*Pending Data*					
			1.2. Budgets for purchasing monitoring tools and personnel.	1.2. Added Experienced ISS Personnel for new 7-period day; Jim Lawson	1.2.Administration	1.2. Discipline Referrals	1.2. FOCUS
			1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Fred Jones	ALL	District	New Teachers or those in need	District PD Calendar	Administrative Observations	Principal Keith Bland
Teacher 2 Teacher Best Practices Classroom Management/FOCUS/Quantum Learning/Common Core, etc..	ALL	Administration	ALL	District & School Based PD Calendar	Administrative Observations	Principal Keith Bland

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials. **ARNOLD WILL PROVIDE AS NEEDED.**

End of Suspension Goals

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	1.1. Student motivation and	1.1. CO-OP	1.1. Administration	1.1. Dropout Rate	1.1. FOCUS

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			attendance	Career connections Community Partnerships Quantum Learning Encourage early interest in clubs, extracurricular activities and possibly STEM & CTE.	Staff		
Dropout Prevention Goal #1: Reduce the number of drop outs by 3% and increase the graduation rate by 3% *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	Pending data	*Pending data*					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	Pending data	*Pending data*					
			1.2. Lack of student knowledge of academic progress, credit requirements and graduation requirements	1.2. Guidance Counselors and Homeroom teachers assisting with tracking graduation requirements. Guidance available during lunch in cafeteria.	1.2. Guidance and Homeroom Teachers	1.2. Credit and Graduation requirement check sheets	1.2. FOCUS
			1.3. Family financial situation	1.3. Guidance Counselors assist with issues	1.3.Guidance	1.3. Dropout rate	1. 3.FOCUS

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Quantum Learning Advanced Levels Training	ALL	Amy Smith Quantum Learning	School-wide	Initial training Jul 31-Aug 3, Week of Quantum learning Aug 21-24	Observation by administration Quantum Team Meetings	Dept. Chairs, Keith Bland Principal, SLT
Teacher 2 Teacher FOCUS/Quantum/ Common Core	ALL	Lead Teacher, Literacy Coach	School-wide	Once per month	Observation by administration	Dept. Chairs, Keith Bland Principal, SLT

Dropout Prevention Budget (Insert rows as needed)

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

Include only school-based funded activities/materials and exclude district funded activities /materials. **ARNOLD WILL PROVIDE AS NEEDED.**

End of Dropout Prevention Goal(s)

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

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: To improve the parent perception of involvement opportunities by 3% (14) as measured by the NSSE climate survey. Category Positive School Climate Question #2 Parents respond to "I am offered opportunities to participate on my school's advisory council." *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	2012 Current Level of Parent Involvement:* *38% (11) strongly agree*	2013 Expected Level of Parent Involvement:* *41% (14) will strongly agree*	1.1. Conflict with work schedule	1.1. Using IRIS SAC Booster Programs Parent Portal School Website	1.1. Administration Staff	1.1. NSSE survey results	1.1. NSSE survey results
			1.2. Lack of parent education program	1.2. Collegiate Studies monthly meetings and	1.2. Collegiate Studies and Administration	1.2. Parent survey CS sign-in sheet Observation	1.2. Parent survey CS sign-in sheet NSSE survey results
			1.3. Minimal number of parents attending SAC meetings	1.3. Moved meetings to meet before well attended parent Collegiate Studies monthly meetings Using IRIS before meetings for reminders Posters advertising need in front office	1.3. Administration	1.3. CS and/or SAC sign-in sheet	1.3. CS and/or SAC sign-in sheet NSSE survey results

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SLT and SAC Officer Training meetings	PreK-12	Lead Teacher and/or Lit. Coach	SLT and SAC Officers	As Needed	On-Going	Principal Keith Bland and SLT

Parent Involvement Budget

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Include only school-based funded activities/materials and exclude district funded activities /materials. **ARNOLD WILL PROVIDE AS NEEDED.**

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: Increase number of students and teachers participating in STEM by 3%.	1.1. Lack of knowledge and awareness of opportunities by students, parents, and teachers	1.1. Showcase activities of STEM in the community	1.1. Principal Keith Bland and STEM Lead Teachers	1.1. Observation and number of STEM courses and/or students	1.1. STEM student program completions Meeting academy goals
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Summer STEM training	9-12	Region/State	Interested Certified Teachers	2 weeks in summer	On-going	Principal Keith Bland

STEM Budget (Insert rows as needed)

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

Include only school-based funded activities/materials and exclude district funded activities /materials. **ARNOLD WILL PROVIDE AS NEEDED.**

End of STEM Goal(s)

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

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: Increase number of students and teachers participating in CTE by 3%.	1.1. Lack of knowledge and awareness of opportunities by students, parents and teachers	1.1. Showcase activities of CTE in the community	1.1. Principal Keith Bland and CTE Lead Teachers	1.1. Observation and number of CTE courses offered/number of students	1.1. CTE course program completions & passing CTE (Career Technical Exams)
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CTE Teacher Trainings	9-12	District	CTE Lead Teachers	As available	On-going	Principal Keith Bland

CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials. **ARNOLD WILL PROVIDE AS NEEDED.**

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

End of CTE Goal(s)

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

<u>**Safety Goal(s)**</u>* **(s)** _ * When using percentages, include the number of students the percentage represents next to the percentage (e.g. 70% (35)).

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal Additional Goal #1: To maintain a safe and orderly environment as measured by the NSSE climate survey. Category Safe Schools Section 5, #15 "My school is safe overall". Parents' response to "strongly agree" will increase by 3% (13).	2012 Current Level :* *34%(10) strongly agree*	2013 Expected Level :* *37% (13) will strongly agree*	1.1. Campus is accessible from the front & back with an additional increase in student transition due to change from block schedule to 7 period day.	1.1. Safety Plan posted on the I-drive for faculty. Closed campus at lunch. Parking lot is locked &secured. SRO on campus. Department and SLT meetings	1.1. All staff	1.1. Incident Reports	1.1. FOCUS reports
			1.2. Student lack of knowledge of bullying	1.2. District-wide bullying initiative	1.2. All staff	1.2. Incident Reports	1.2. FOCUS
			1.3. Students dropped off early by transportation	1.3. Increase supervision Faculty and students trained in CPR.	1.3. All staff Administration	1.3. Incident Reports	1.3. FOCUS

<u>**Safety Goal(s)**</u> **Goals Professional Development**

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teacher 2 Teacher Bullying, FOCUS and Safety Plan	ALL	Administration	ALL	Pre-planning As needed	Drills	Administration

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

Faculty Meetings	ALL	Administration	ALL	Monthly	Observation	Administration

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

Include only school-based funded activities/materials and exclude district funded activities /materials. **ARNOLD WILL PROVIDE AS NEEDED.**

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.   **ARNOLD WILL PROVIDE AS NEEDED FOR EACH SECTION.**

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance   **ARNOLD IS NOT IN DA STATUS.**
Please choose the school's DA Status. (To activate the checkbox: 1. Double click the desired box; 2.When the menu pops up, select *Checked* under "Default value" header; 3. Select *OK,* this will place an "x" in the box.)

School Differentiated Accountability Status		
☐ Priority	☐ Focus	☐ Prevent

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

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

School Advisory Council (SAC)

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

X Yes   ☐ No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.
SAC actively participates in helping to write the school improvement plan. SAC explores and reviews grant opportunities in the community to award school wide grants to AHS faculty for

Describe the projected use of SAC funds.	Amount
Based on the availability of grant funds, school wide grants will be offered through application to AHS instructional faculty based on meeting needs of increasing student performance data as documented in the school improvement plan.	Pending availability