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Florida Department of Education



**DRAFT 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

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| School Name: Lake Nona High School | District Name: Orange County Public Schools |
| Principal: Margaret Nampon | Superintendent: Barbara Jenkins |
| SAC Chair: Dana Rosser | Date of School Board Approval: January 29, 2013 |

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

| Position | Name | Degree(s)/ Certification(s) | Number of Years at Current School | Number of Years as an Administrator | Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year) |
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August 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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| Principal | Margaret Nampon | <p>B.S. English Education from U.S.F. M.Ed. Educational Leadership from U.S.F.</p> <p>NBCT – ELA/AYA English – 6-12 Gifted Endorsement Middle Grades Endorsement Educational Leadership Principal – K-12</p> | 4 | 5 | <p>Margaret Nampon has been in the education field for 23 years with 8 years of experience in an instructional support or administrative role. During her 4 years at Edgewater High School, Mrs. Nampon helped to develop specific intervention programs to assist students in preparing for FCAT performance in Reading and Math. During the two years of implementation, the Academic Resource Center FCAT intervention program served over 500 Edgewater students. Of these students, 72% of the regular participants showed gains on FCAT Reading. In addition, during her time at Edgewater High School, Mrs. Nampon coordinated Advanced Placement programs with an overall increase in AP participation of over 300%.</p> <p>As Assistant Principal for Instruction since LNHS opened in 2009, Mrs. Nampon helped develop and implement the Collegiate Academy that has seen students successfully accrue more than 3,000 credit hours in three years. In addition, Lake Nona High School has demonstrated one of the highest School Grade point gains in the district and state with a total of 46 additional points for the 2010-11 school year as compared with the performance of the 2009-10 school year. Lake Nona High School also led Orange County Public Schools in AYP performance with 92% of AYP met in 2010-11.</p> <p>For the 2011-12 school year, Mrs. Nampon assisted in providing instructional and intervention opportunities through a comprehensive master schedule. These opportunities included 90 minute block for struggling Algebra I students, intensive reading opportunities, specific intervention electives for ELL and ESE students, in addition to their regular services, shelter academics for ELL students, acceleration, dual enrollment and AP opportunities, as well as credit recovery opportunities for students who are behind in credit accrual or grade point average for graduation purposes. The results of these many different ways of meeting students’ instructional needs have been exemplary in state assessment performance school wide. The percentage of students scoring satisfactory or higher in reading increased by 4% from 53% to 57%, and those making learning gains in Reading increased from 54% in 2010-11 to 68% in 2011-12. In addition, those students in the bottom quartile demonstrated the highest percentage of gains in the district in math with 85% of those students making learning gains. This same group demonstrated the second highest percentage of gains in the district in Reading with 72% of students making learning gains.</p> |
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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| Assistant Principal | Jennifer Bellinger | Psychology 6-12 Educational Leadership k-12 | 1 | 7 | Jennifer Bellinger helped increase student performance at Colonial High School prior to her work at ORHS. In 2005-2006, 64% of the AYP criteria were met for CHS. The school grade for the 2005-2006 school year was a C. In 2006-2007 59% of the AYP criteria were met at CHS. The school grade for 2006-2007 was a C. In 2007-2008, 59% of the AYP criteria was met for CHS. The school grade for 2007-2008 was a C. In June 2009, there was an 8% increase in students scoring at or above grade level on the FCAT Science test at Oak Ridge High School. During the 2009-2010 school year there was 8% increase in students meeting high standards in math at ORHS. During the 2011-12 school year Ms. Bellinger helped to increase the Reading Gains for the lowest 25% of the 9th and 10th grade students on the FCAT Reading test by 20% and an increase of 15% for students making gains on the 9th-10th grade FCAT Reading test. |
| Assistant Principal | James R. Hoffman | Masters in Educational Leadership: Nova Southeastern University, Bachelor of Arts in Elementary Education and Specific Learning Disabilities: West Virginia Wesleyan College Educational Leadership K-12 Multi-Subjects Grade 1-6 Varying Exceptionalities Grade K-12 Specific Learning Disabilities Grade K-12 | 1 | 0 | Jim Hoffman has a diverse background in education with seven years of teaching experience in both elementary and secondary environments. He also has four years of experience as a high school Staffing Specialist and three years of experience as a district administrator. Prior to being appointed as Assistant Principal for Lake Nona High School, Mr. Hoffman supervised and evaluated the School Psychologists and School Social Workers district wide. He also worked extensively on student data collection and analysis using several student data systems including state reporting sites. Mr. Hoffman's educational work experience includes the following: District Program Specialist for Psychological and Social Services, High School Staffing Specialist for Exceptional Student Education, 8th Grade Language Arts Teacher for students with Specific Learning Disabilities, Elementary School Exceptional Student Education Teacher, High School Learning Strategies Teacher and High School Co-Teacher for English, Math and History. |

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

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|---------------------|----------------|---|---|---|---|
| Assistant Principal | Marisol Mendez | B.S. English Education/ Math minor from The College of NJ M.S. in Educational Leadership from Nova Southeastern University English 6-12, Ed Leadership, and ESOL | 3 | 3 | <p>Marisol Mendez was an ESOL/English teacher for sixteen years before becoming an administrative dean and compliance teacher. She worked at an urban school district in Perth Amboy, New Jersey where she taught ESL classes to students from diverse cultural backgrounds for nine years. At Perth Amboy High School, her students demonstrated considerable gains in language acquisition and state assessments. Before deciding to move into an administrative role, she initiated and created the first AVID class for ELL students at Timber Creek High School. She then transitioned to an administrative role at Timber Creek High School in 2007. While at Timber Creek she was an influential team member in assisting the school in implementing interventions like sheltered classes, Boost English classes, and academic support classes for ELL and ESE students. In 2009, all of the subgroups at Timber Creek High School made AYP. The school grade was an A (1228 points) with 100 % AYP.</p> <p>Mrs. Mendez became an Assistant Principal at Lake Nona High School in 2010 and helped Lake Nona High School in achieving one of the highest School Grade point gains in the district with a total of 46 additional points and with an AYP performance of 92% met. During the 2011-12 school year Mrs. Mendez initiated and led the creation of the academic support class ISSC (International Scholars Support Class) for ELL students, the implementation of Learning Strategies through the SIM (Strategic Instructional Model) curriculum for ESE students, and the MVP (Most Valuable Pupil) support intervention program for the bottom quartile students. Through these interventions and the many other support systems offered at Lake Nona High School, these groups have demonstrated the highest percentage points gains in the district in math (85%) and the second highest in Reading (72%).</p> |
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Instructional Coaches

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

| Subject Area | Name | Degree(s)/ Certification(s) | Number of Years at Current School | Number of Years as an Instructional Coach | Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year) |
|--------------|-------------|---|-----------------------------------|---|--|
| Reading | Amy Bacetti | B.S. in Elementary Education M.Ed. in Reading Education Elementary Education 1-6 ESOL K – 12 Reading K-12 | 3 | 3 | Amy Bacetti has been the Curriculum Resource Teacher at Lake Nona for 3 years. She has been an integral role in the school's academic success. She acted as Reading Curriculum Leader as well as lead professional development campus wide with the focus of integrating a text focus in all content area classrooms. During the past 3 years the reading scores have continually improved including the past 2011 year that saw the school go from 49% of students reading at or above grade level to a 56.5% rate. |
| Writing | Mike Cush | B.A. in Liberal Studies M.Ed. in Educational Leadership Language Arts 6 – 12 Social Studies 6 – 12 P.E. K -12 | 3 | 1 | Michael Cush joined the administrative team in 2011 due to his strong record of student achievement, including a 52% and 57% learning gains rate in FCAT Reading. In 2010, Mr. Cush had 86% scoring at or above grade level in the FCAT Writing Assessment. During Mr. Cush's first year as Academic Dean Lake Nona's FCAT writing scores improved from a 73.3% at or above grade level to 89% of students at or above grade level. |

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. High quality professional learning opportunities | Principal/Assistant Principals/ CRT/Academic Dean | Ongoing |
| 2. Comprehensive Interviewing Process | Principal/Assistant Principals | Ongoing |
| 3. New Teacher Induction/Mentoring | CRT/Academic Dean | Ongoing |

August 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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| 4. Professional Learning Communities | Principal/Assistant Principals/ CRT/Deans | Ongoing |
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Non-Highly Effective Instructors

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

| Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only). | Provide the strategies that are being implemented to support the staff in becoming highly effective |
|--|---|
| NA | Professional Development Teacher Mentoring Instructional support from CRT/Academic Dean/ Assistant Principals Continual feedback and support from administrative team |

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 |
|-------------------------------------|--------------------------|--|---|--|-------------------------------------|--|--------------------------------|--|-----------------------------|
| 95 | 5% (4) | 44% (42) | 46% (44) | 5% (9) | 57% (54) | NA | 11% (10) | 13% (12) | 15% (14) |

Teacher Mentoring Program/Plan

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

| Mentor Name | Mentee Assigned | Rationale for Pairing | Planned Mentoring Activities |
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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| Natalie Angelis | Kim Roberts | Common Teaching Assignment (Math) | <ul style="list-style-type: none"> ● Mentor and Mentee in close proximity to facilitate regular interaction outside of planned activities. ● Weekly informal meetings to address concerns/provide assistance. ● Quarterly New Teacher meetings to address issues/concerns for all new teachers |
| Meghan Traub | Peter Mattson | Common Teaching Assignment (Language Arts) | <ul style="list-style-type: none"> ● Mentor and Mentee in close proximity to facilitate regular interaction outside of planned activities. ● Weekly informal meetings to address concerns/provide assistance. ● Quarterly New Teacher meetings to address issues/concerns for all new teachers |
| Nirsa Gautier | Shari Murgado | Common Teaching Assignment (Language Arts) | <ul style="list-style-type: none"> ● Mentor and Mentee in close proximity to facilitate regular interaction outside of planned activities. ● Weekly informal meetings to address concerns/provide assistance. ● Quarterly New Teacher meetings to address issues/concerns for all new teachers |

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

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| Nirsa Gautier | Jennifer Gautier | Common Teaching Field (Language Arts/ESOL) | <ul style="list-style-type: none"> ● Mentor and Mentee in close proximity to facilitate regular interaction outside of planned activities. ● Weekly informal meetings to address concerns/provide assistance. ● Quarterly New Teacher meetings to address issues/concerns for all new teachers |
| Chad Allman | Rachel Moran | Common Leader/prior relationship already established (Art) | <ul style="list-style-type: none"> ● Mentor and Mentee in close proximity to facilitate regular interaction outside of planned activities. ● Weekly informal meetings to address concerns/provide assistance. ● Quarterly New Teacher meetings to address issues/concerns for all new teachers |
| Cristen Krugh | Luis Boada Davila | Common Teaching Assignment (Intensive Reading) | <ul style="list-style-type: none"> ● Mentor and Mentee in close proximity to facilitate regular interaction outside of planned activities. ● Weekly informal meetings to address concerns/provide assistance. ● Quarterly New Teacher meetings to address issues/concerns for all new teachers |

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

Additional Requirements

Coordination and Integration-Title I Schools Only

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

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

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

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| Other N/A |
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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

School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Margaret Nampon – Principal, Jennifer Bellinger--Asst. Principal, James Hoffman--Asst. Principal, Marisol Mendez – Asst., Amy Bacetti – CRT, Michael Cush – Academic Dean, Karl Wagner – Administrative Dean, Karen Reid Santo Domingo – Administrative Dean, Dawn Bugar – Staffing Specialist, Ivette Acevedo – CCT, Alyson Boger--Inclusion Coach, Ann Rodriguez – SAFE Coordinator, Rafael Caballero – Guidance Counselor, Shirley Kennedy – Guidance Counselor, Elisa Elder – Guidance Counselor, Curriculum Leaders – Chad Allman, Andrew Chiles, Terri Smouse, Robert Connelly, Reina Daigle, Georgina Fotieo, Nirsa Gautier, and Lori Sidenbender

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 Leadership Team meets on Thursdays during 2nd period to discuss progress with initiatives and trouble shoot issues with implementation and/or monitoring of student progress. Assistant Principals function as support for all grade levels and groups of students. Each Dean acts as a grade-level specific leader for intervention and implementation for identified students. They work with teachers directly to insure students are receiving appropriate interventions at the appropriate intensity. The Guidance Counselors act as additional support for identification and monitoring of students and their instructional/intervention needs. Curriculum Leaders assist in implementation across curricular areas and specific grade levels.

The MTSS Leadership Team is comprised of members from all areas across the school organization. As a result, the efforts of MTSS are integrated into the processes for all areas. The weekly meetings provide a forum for exchange of information and monitoring of processes from all stakeholders and across all areas. MTSS is integrated into all strategies and facets of the school organization.

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

The MTSS/RtI Leadership Team assists with the analysis of data, goal-setting, and action plan implementation school-wide.

The MTSS process provides the data analysis and needs assessments that are critical in developing a school improvement plan that is focused on continuous improvement for all students. The focus on the strategies and interventions that is critical to the MTSS process is also an integral part of implementing and monitoring the School Improvement Plan. These two processes are integrated and interconnected to provide the best possible educational opportunities for all students.

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.

Progress is monitored through analysis of data from multiple sources including but not limited to: standardized and benchmark test data from EDW, TRACE, and Edusoft; attendance and discipline data from SMS; student academic performance from SMS and ProgressBook. Data is summarized and communicated via large and small group methods including faculty meetings, Curriculum area meetings, leadership team meetings, and PLC's as appropriate with additional access provided via SharePoint. Teachers will also have immediate access to student data as they are able to monitor class level and individual student performances and monitor their students' strengths as well as their areas of improvement through the Instructional Management System (IMS).

Describe the plan to train staff on MTSS.

All professional development includes MTSS strands to help teachers with the differentiation and application of strategies for Tiers 1, 2 and 3 students.

August 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Describe the plan to support MTSS.

Lake Nona High School teachers teach, re-teach, provide small group instruction based on differentiated instruction and work collaboratively in their PLCs with members of the MTSS Leadership team during department meetings, PLC meetings, trainings and pre-observation conferences. Teachers also document their interventions in the LNHS lesson plan template.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Margaret Nampon – Principal
Michael Cush – Academic Dean
Amy Bacetti – CRT/Reading Coach
Susan Hannah – Media Specialist
Kelly Nicholas – Reading Teacher
Marla Lee – Reading Teacher
Luis Boada – Reading Teacher
Melissa Linares – Reading Teacher
Cristen Krugh– Reading Teacher

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

The LLT meets monthly with Amy Bacetti who is the facilitator of the meetings. The team works to coach teachers on how to implement reading strategies across the content areas. The LLT identifies the areas of reading that need improvement and assists administration in identifying the appropriate professional development to assist teachers in choosing the best strategies for intervention, how to use the strategy in the classroom, and how to monitor the use of the strategy. The LLT also plays an integral role in monitoring the strategies and interventions that are part of the RtI process for Lake Nona High School.

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

- Implementation of active reading strategies into content area classrooms.
- Increased fluency and comprehension of students in intensive reading classes.
- Increased fluency and comprehension, as well as improved language acquisition, in DLA –Reading classes.
- Increased student use of self-selected reading strategies.

Public School Choice

- **Supplemental Educational Services (SES) Notification** Upload a copy of the SES Notification to Parents in the designated upload link on the “Upload” page.

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

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

N/A

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

August 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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

N/A

****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?

At Lake Nona High School, students have access to Advanced Placement Courses, College Dual Enrollment Courses, and Career and Technical Education Courses as part of their high school curriculum. In addition, teachers provide some interdisciplinary instruction that provides students examples of the integrated relationship among the courses they are taking. Lake Nona High School has developed programs in partnership with Valencia College as part of the Collegiate Academy; and with Sanford-Burnham Research Institute as part of the Science Research Cohort program; with Florida Hospital as part of the Health Academy program. The administration and faculty of Lake Nona High School understand the important role that community partnerships can play in preparing students for their college and career choices. Through our on-campus business education courses, students are provided with instruction that will allow them to earn industry certifications. These certifications will assist as they enter the job market even during their high school career.

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?

Students meet regularly with their guidance counselors to review their academic performance and discuss their plan for after high school. Lake Nona High School utilizes an electronic course request system that allows each student to enter the course requests themselves. Teachers and guidance counselors assist in the request process and provide students with the information necessary to make the best course choices. Lake Nona High School administration and guidance counselors also use specific data such as AP Potential to identify areas that meet the student needs for advanced placement opportunities.

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](#).

The 2010-11 school year was the first year that Lake Nona High School had seniors on the campus. The data from that first graduating class is not currently available as part of the High School Feedback Report

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

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 | | |

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

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| <p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</p> | <p>1A.1. Increasing complexity of test as grade level increases.</p> | <p>1A.1. Provide teachers with authentic information and examples regarding the difficulty of reading passages and question complexity consistent with FCAT 2.0 through Professional Development. Ensure effective reading strategies are being taught and reinforced in all classes</p> | <p>1A.1. Principal, APs, Reading Coach/CRT, Classroom Teachers</p> | <p>1A.1. Classroom observations Teacher Lesson Plans Review Students Work Samples Review</p> | <p>1A.1. Benchmark Assessment Classroom Assessments</p> | | |
| <p><u>Reading Goal #1A:</u> By June 2013, at least 35% (368) of students taking FCAT Reading will score at level 3.</p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> | | | | | |
| | <p>25% (260) students scored level 3.</p> | <p>35% (368) students will score level 3.</p> | | | | | |

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

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| | | 1A.2. Attendance – excessive absences and tardies | 1A.2. Weekly review of Attendance Data for early intervention Attendance Child Study Team Meetings with parents Tardy Sweeps Attendance Contracts | 1A.2. Principal, APs, Admin. Deans, Counselors, Social Worker | 1A.2. Ongoing monitoring of student attendance and tardy rates through LNHS Data Review data collection. | 1A.2. SMS Attendance Reports LNHS Data Review Attendance Contracts Social Worker Referrals | |
| | | 1A.3. Parental (Family) involvement | 1A.3. Teacher Contact Logs Parent information nights PTSA/SAC participation Additions Volunteers | 1A.3. Principal, APs, Guidance Counselors, Teachers | 1A.3. Parent Surveys Parent Involvement Conferences | 1A.3. Sign In Sheets from Parent Informational nights/SAC Meetings/PTSA meetings, PLC (Parent Leadership Council) Conference data | |
| 1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. | 1B.1. Parental (Family) Involvement | 1B.1. Teacher Contact Logs Parent information nights PTSA/SAC participation Additions Volunteers | 1B.1. Principal, APs, Guidance Counselors, Teachers, Staffing Specialist, | 1B.1. Parent Surveys Parent Involvement Conferences | 1B.1. Sign In Sheets from Parent Informational nights/SAC Meetings/PTSA meetings Teacher Contact Logs Conference data | | |
| <u>Reading Goal #1B:</u> By June 2013, 100 % (3) students taking FAA in Reading will score at levels 4, 5, and 6. | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | 100 % (3) scored at Levels 4,5, and 6 | 100% (3) will score at Levels 4,5, and 6 | | | | | |

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

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| | | 1B.2. Students require differentiation to ensure acquisition of skills. | 1B.2. Provide teacher with PD on differentiation Model Marzano’s high effect size strategies | 1B.2. Principal, APs, Staffing Specialist, ESE teachers,. | 1B.2. Monitoring of IND students academic progress. Lesson Planning that includes differentiation strategies for Tier 2 and 3 students. | 1B.2. Progress Reports Report Cards Classroom assessments IEP meeting notes | |
| | | 1B.3. Attendance – excessive absences and tardies | 1A.2. Weekly review of Attendance Data for early intervention Tardy Sweeps Attendance Child Study Team Meetings with parents Attendance Contracts | 1A.2. Principal, APs, Admin. Deans, Counselors, Social Worker | 1A.2. Ongoing monitoring of student attendance and tardy rates through LNHS Data Review data collection. | 1A.2. SMS Attendance Reports LNHS Data Review Attendance Contracts Social Worker Referrals | |
| Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |

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

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| <p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</p> | <p>2A.1. Increasing complexity of test as grade level increases.</p> | <p>2A.1 . Provide teachers with authentic information and examples regarding the difficulty of reading passages and question complexity consistent with FCAT 2.0. Ensure effective reading strategies are being taught and reinforced in all classes</p> | <p>2A.1. Principal, APs, Reading Coach, Classroom Teachers</p> | <p>2A.1. Classroom observations Teacher Lesson Plans Review Students Work Samples Review</p> | <p>2A.1. Benchmark Assessment Classroom Assessments</p> | | |
| <p><u>Reading Goal #2A:</u> By June 2013, at least 35% (366) of students taking FCAT Reading will score a level 4 or 5</p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> | | | | | |
| | <p>28% (279) students scored a level 4 or 5.</p> | <p>35% (366) students will score a level 4 or 5.</p> | | | | | |
| | | <p>2A.2. Attendance – excessive absences and tardies</p> | <p>2A.2. Weekly review of Attendance Data for early intervention Tardy Sweeps Attendance Child Study Team Meetings with parents Attendance Contracts</p> | <p>2A.2. Principal, APs, Admin. Deans, Guidance Counselors, Social Worker</p> | <p>2A.2. Ongoing monitoring of student attendance and tardy rates through LNHS Data Review data collection</p> | <p>2A.2. SMS Attendance Reports, LNHS Data Review, Attendance Contracts, Social Worker Referrals</p> | |

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

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| | | 2A.3. Parental (Family) involvement | 2A.3. Teacher Contact Logs , Parent information nights, PLC, PTSA/SAC participation, Additions Volunteers | 2A.3. Principal, APs, Admin. Deans, Guidance Counselors, Academic Dean | 2A.3. Parent Surveys, Parent Involvement, Conferences | 2A.3. Sign In Sheets from Parent Informational nights/SAC Meetings/PTSA and PLC meetings, Conference data | |
| 2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading. | 2B.1. Parental (Family) Involvement | 2B.1. Teacher Contact Logs Parent information nights PTSA/SAC participation Additions Volunteers | 2B.1. Principal, APs, Guidance Counselors, Teachers, Staffing Specialist, | 2B.1. Parent Surveys Parent Involvement Conferences | 2B.1. Sign In Sheets from Parent Informational nights/SAC Meetings/PTSA meetings Teacher Contact Logs Conference data | | |
| <u>Reading Goal #2B:</u> By June 2013, 33% (1) of students taking FAA in Reading will score at or above Level 7. | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | 0% of students scored at or above Level 7 | 33% (1) will score at or above Level 7. | | | | | |
| | | 2B.2. Students require differentiation to ensure acquisition of skills. | 2B.2. Provide teacher with PD on differentiation Model Marzano’s high effect size strategies | 2B.2. Principal, APs, Staffing Specialist, ESE teacher | 2B.2. Monitoring of IND students’ academic progress. Lesson Planning that includes differentiation strategies for Tier 2 and 3 students. | 2B.2. Progress Reports Report Cards Classroom assessments IEP meeting notes | |

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

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|---|--|--|---|---|---|---|--|
| | | 2B.3. Attendance – excessive absences and tardies | 2A.2. Weekly review of Attendance Data for early intervention Tardy Sweeps Attendance Child Study Team Meetings with parents Attendance Contracts | 2A.2. Principal, APs, Admin. Deans, Counselors, Social Worker | 2A.2. Ongoing monitoring of student attendance and tardy rates through LNHS Data Review data collection. | 2A.2. SMS Attendance Reports LNHS Data Review Attendance Contracts | |
| 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 Student Retentions/Repeaters | 3A.1. Monitor student retentions (GPA and Credits) and provide credit recovery to keep students on track for promotion. Provide credit recovery options for students who are behind in credits or need to boost GPA | 3A.1. Principal, API, Guidance Counselors, Classroom Teachers | 3A.1. Review of progress reports and report cards to intervene with students who are not progressing appropriately. Transcript review of at-risk students on a quarterly basis to provide intervention as necessary. | 3A.1. Report Cards Teacher input Student successful completion of credit recovery opportunities | | |
| <u>Reading Goal #3A:</u> By June 2013, at least 67% (702) of students taking FCAT Reading will make learning gains. | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |

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

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|---|--|--|--|---|---|--|--|
| | 65% (574) students made learning gains | 67% (702) students will make learning gains | | | | | |
| | | 3A.2. Increasing complexity of test as grade level increases | 3A.2. Provide teachers with authentic information and examples regarding the difficulty of reading passages and question complexity consistent with FCAT 2.0. Ensure effective reading strategies are being taught and reinforced in all classes. | 3A.2. Principal, APs, Reading Coach, Classroom Teachers | 3A.2. Classroom observations Teacher Lesson Plans Review Students Work Samples Review | 3A.2. Benchmark Assessment Classroom Assessments | |
| | | 3A.3. Attendance – excessive absences and tardies | 3A.3. Weekly review of Attendance Data for early intervention/Tardy Sweeps Attendance Child Study Team Meetings with parents Attendance Contracts | 3A.3. Principal, APs, Admin. Deans, Social Worker | 3A.3. Ongoing monitoring of student attendance and tardy rates through LNHS Review data collection | 3A.3. SMS Attendance Reports LNHS Review Attendance Contracts Social Worker referrals | |
| 3B. Florida Alternate Assessment: Percentage of students making learning gains in reading. | 3B.1. Parental (Family) Involvement | 3B.1. Teacher Contact Logs Parent information nights PTSA/SAC participation Additions Volunteers | 3B.1. Principal, APs, Guidance Counselors, Teachers, Staffing Specialist, | 3B.1. Parent Surveys Parent Involvement Conferences | 3B.1. Sign In Sheets from Parent Informational nights/SAC Meetings/PTSA meetings Teacher Contact Logs Conference data | | |
| Reading Goal #3B: By June 2013, 66% (2) of students taking FAA will make learning gains in reading. | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | 0 % of students made learning gains | 66% (2) will make learning gains | | | | | |

August 2012
 Rule 6A-1.099811
 Revised April 29, 2011

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

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|---|-------------------------------------|---|--|---|---|---|--|
| | | 3B.2. Students require differentiation to ensure acquisition of skills. | 3B.2. Provide teacher with PD on differentiation Model Marzano’s high effect size strategies | 3B.2. Principal, APs, Staffing Specialist, ESE teacher | 3B.2. Monitoring of IND students academic progress. Lesson Planning that includes differentiation strategies for Tier 2 and 3 students. | 3B.2. Progress Reports Report Cards Classroom assessments IEP meeting notes | |
| | | 2B.3. Attendance – excessive absences and tardies | 2A.2. Weekly review of Attendance Data for early intervention Attendance Child Study Team Meetings with parents Attendance Contracts | 2A.2. Principal, APs, Admin. Deans, Counselors, Social Worker | 2A.2. Ongoing monitoring of student attendance and tardy rates through LNHS Data Review data collection. | 2A.2. SMS Attendance Reports LNHS Data Review Attendance Contracts | |
| 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. Student Retentions/ Repeaters | 4A.1. Monitor student retentions (GPA and Credits) and provide credit recovery to keep students on track for promotion. Provide credit recovery options for students who are behind in credits or need to boost GPA. | 4A.1. Principal, API, Guidance Counselors, Classroom Teachers | 4A.1. Review of progress reports and report cards to intervene with students who are not progressing appropriately. Transcript review of at-risk students on a quarterly basis to provide intervention as necessary. | 4A.1. Report Cards Teacher input Student successful completion of credit recovery opportunities | | |

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

| Reading Goal #4: By June 2013, at least 60% (157) of students in the lowest 25% taking FCAT Reading will make learning gains. | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
|--|---|---|--|---|---|--|--|
| | 54%(102) students in lowest 25% made learning gains | 60% (157) students in the lowest 25% will make learning gains | | | | | |
| | | 4A.2. Attendance – excessive absences and tardies | 4A.2. Weekly review of Attendance Data for early intervention Attendance Child Study Team Meetings with parents Attendance Contracts Tardy Sweeps | 4A.2. Principal, APs, Admin. Deans, Social Worker | 4A.2. Ongoing monitoring of student attendance and tardy rates through Weekly Service Review data collection | 4A.2. SMS Attendance Reports LNHS Data Review Attendance Contracts Social Worker Referrals | |
| | | 4A.3. Capacity of teachers to Progress monitor. | 4A.3. Provide teachers with PD on how to monitor student data and easily accessible sources of the necessary student data. Intervention referral form Provide teachers with PD on differentiation of instruction based on the student progress data. | 4A.3. Principal, APs, CRT, Academic Dean, District Support, Classroom teachers. | 4A.3. Use of collaborative curriculum clusters to help develop progress monitoring strategies to inform instruction and develop differentiated instruction based on student individual needs. Use of RtI strategies to address issues with students who are not progressing. | 4A.3. Lesson planning that indicates the strategies for differentiation. Sign in sheets from PD Reflection responses from teachers. Classroom Observation | |

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

| Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | |
|--|--------------------------------|--|--|---|---|--|---|
| 5A. In six years school will reduce their achievement gap by 50%. | Baseline data 2010-2011 | Performance Target: Asian: 65% Black: 40% Hispanic: 46 % White: 74% ELL: 17 % SwD: 29% EcDis: 44% | Performance Target: Asian: 68% Black: 45% Hispanic: 51 % White: 76% ELL: 24 % SwD: 35% EcDis: 49% | Performance Target: Asian: 74% Black: 55% Hispanic: 60% White: 81% ELL: 38 % SwD: 47% EcDis: 58% | Performance Target: Asian: 74% Black: 55% Hispanic: 60% White: 81% ELL: 38 % SwD: 47% EcDis: 58% | Performance Target: Asian: 77% Black: 60% His:64 % White: 83% ELL: 45 % SwD: 53% EcDis: 63% | Performance Target: Asian: 80% Black: 65% His: 69 % White: 85% ELL: 52 % SwD: 59% EcDis: 67% |
| <u>Reading Goal #5A:</u> In the next six years we will decrease the achievement gap amongst ethnicity subgroups by 50%. Performance Target by 2017: Asian: 83% Black: 70% Hispanic: 73% White: 87% ELL: 59% SwD: 65% EcDis: 72% | | | | | | | |

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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. Capacity of teachers to Progress monitor. | 5B.1. Provide teachers with PD on how to monitor student data and easily accessible sources of the necessary student data. Provide teachers with PD on differentiation of instruction based on the student progress data. | 5B.1. Principal, APs, CRT, Academic Dean, District Support, Classroom teachers | 5B.1. Use of collaborative curriculum clusters to help develop progress monitoring strategies to inform instruction and develop differentiated instruction based on student individual needs. Use of RtI strategies to address issues with students who are not progressing. | 5B.1. Lesson planning that indicates the strategies for differentiation. Sign in sheets from PD Reflection responses from teachers. Classroom Observation | | |
| Reading Goal #5B: By June 2013, Asian: 71% Black: 50% White: 78 % SwD: 41 % EcDis: 33 % | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | Asian:35% Black:59% White: 31% SwD: 77% EcDis: 55% | Asian: 71% Black:50% White: 78% SwD: 41% EcDis: 53% | | | | | |

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

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|--|---------------------|-------------------------------------|--|--|--|--|--|
| | | 5B.2. Parental (Family) Involvement | 5B.2. Teacher Contact Logs, Parent information nights, PLC/PTSA/SAC participation Provide translations of all parental communications Additions Volunteers | 5B.2. Principal, APs, Guidance Counselors, Teachers, Academic Dean | 5B.2. Parent Surveys Parent Involvement Conferences | 5B.2. Sign In Sheets from Parent Informational nights/SAC Meetings/PTSA /PLC meetings Teacher Contact Logs Conference data | |
| | | 5B.3. Fidelity of Instruction | 5B.3. Ensure teachers are using best practices for instruction and differentiating instruction to make rigorous content accessible to all students. Use coaching to support teachers and assist in improving instructional methods. Utilize instructional planning template to effectively track implementation of effect reading strategies across all curriculums. | 5B.3. Principal, APs, CRT, Academic Dean, Curriculum Leaders | 5B.3. Classroom observations Regular review of Instructional Planning template completion | 5B.3. Classroom Observation data Instructional Planning template data Benchmark and common assessment data | |
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |

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

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|---|--|--|--|---|---|---|--|
| <p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p> | <p>5C.1. Language Acquisition</p> | <p>5C.1. Use of DLA Reading for all 1st and 2nd year students to improve language acquisition. Use SIOP model in sheltered core academics to assist ELL students. Use of Lexia to assist students in acquisition of academic language and development of reading skills.</p> | <p>5C.1. Principal, APs, CCT, Guidance Counselors, Classroom Teachers</p> | <p>5C.1. Monitoring of students performance data.</p> | <p>5C.1. CELLA Benchmark Assessments FAIR assessments Teacher-made assessments</p> | | |
| <p><u>Reading Goal #5C:</u> By June 2013, 29% (37) of ELL students will score a level 3 or higher on FCAT Reading</p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> | | | | | |
| | <p>24.6% (33) ELL students scored a level 3 or higher</p> | <p>29% (37) ELL students will score a level 3 or higher.</p> | | | | | |
| | | <p>5C.2. Parental (Family) Involvement</p> | <p>5C.2. Teacher Contact Logs Parent information nights PTSA/SAC participation Additions Volunteers Provide translations of all parental communications.</p> | <p>5C.2. Principal, APs, CCT, Guidance Counselors, Classroom Teachers</p> | <p>5C.2. .Parent Surveys Parent Involvement Conferences</p> | <p>5C.2. Sign In Sheets from Parent Informational nights/SAC Meetings/ PTSA meetings Teacher Contact Logs Conference data</p> | |

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

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|--|--|--|--|---|--|---|--|
| | | 5C.3. Capacity of teachers to Progress monitor | 5C.3. Teacher Contact Logs, Parent information nights, PLC/PTSA/SAC participation Provide translations of all parental communications | 5C.3. Principal, APs, Guidance Counselors, Teachers, Academic Dean | 5C.3. Classroom observations Regular review of Instructional Planning template completion | 5C.3. Classroom Observation data Instructional Planning template data Benchmark and common assessment data | |
| 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. Parental (Family) Involvement | 5D.1. Teacher Contact Logs Parent information nights PTSA/SAC participation Additions Volunteers Provide translations of all parental communications. | 5D.1. Principal, APs, Guidance Counselors, Teachers, Staffing Specialist | 5D.1. Parent Surveys Parent Involvement Conferences | 5D.1. Sign In Sheets from Parent Informational nights/SAC Meetings/PTSA meetings Teacher Contact Logs Conference data | | |

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

| Reading Goal #5D: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | |
|--|---|---|---|---|---|--|
| By June 2013, 28% (25) of SWD will score a level 3 or higher on FCAT Reading | | | | | | |
| | 23% (21) students scored a level 3 or higher | 28% (25) students will score a level 3 or higher. | | | | |
| | | 5D.2. Capacity of teachers to Progress monitor. | 5CD2. Provide teachers with PD on how to monitor student data and easily accessible sources of the necessary student data. Provide teachers with PD on differentiation of instruction based on the student progress data. | 5D.2 . Principal, APs, CRT, Academic Dean, District Support, Classroom teachers | 5D.2. Use of collaborative curriculum clusters to help develop progress monitoring strategies to inform instruction and develop differentiated instruction based on student individual needs. Use of MTSS strategies to address issues with students who are not progressing. | 5D.2. Lesson planning that indicates the strategies for differentiation . Sign in sheets from PD Reflection responses from teachers. Classroom Observation |
| | | 5D.3. Students require differentiation to ensure acquisition of benchmarks and skills. | 5D.3. Provide teachers with PD on differentiation for Tier 2 and Tier 3 students. Provide classroom support for SWD students through learning strategies class. | 5D.3. Principal, APs, Staffing Specialist, ESE teachers, Regular classroom teachers. | 5D.3. Monitoring of SWD student academic progress. Effective communication of SWD student accommodations as defined on IEP. Lesson Planning that includes differentiation strategies for Tier 2 and 3 students. | 5D.3 Progress Reports Report Cards Classroom assessments Benchmark Assessments IEP meeting notes |

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
|--|--|--|--|---|--|--|--|
| 5E. Economically Disadvantaged students not making satisfactory progress in reading. | 5E.1. Capacity of teachers to Progress monitor. | 5E.1. Provide teachers with PD on how to monitor student data and easily accessible sources of the necessary student data. Provide teachers with PD on differentiation of instruction based on the student progress data. | 5E.1. Principal, APs, CRT, Academic Dean, District Support, Classroom teachers | 5E.1. Use of collaborative curriculum clusters to help develop progress monitoring strategies to inform instruction and develop differentiated instruction based on student individual needs. Use of Rtl strategies to address issues with students who are not progressing. | 5E.1. Lesson planning that indicates the strategies for differentiation. Sign in sheets from PD Reflection responses from teachers. Classroom Observation | | |
| <u>Reading Goal #5E:</u> By June 2013, 47% (410) of economically disadvantaged students taking FCAT Reading will score a level 3 or higher. | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | 43% (371) of economically disadvantaged students scored a level 3 or higher. | 47% (410) of economically disadvantaged students will score a level 3 or higher. | | | | | |

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

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|--|--|--|--|--|---|--|--|
| | | 5E.2. Parental (Family) Involvement | 5E.2. Teacher Contact Logs Parent information nights PTSA/SAC/PLC participation Additions Volunteers | 5E.2. Principal, APs, Guidance Counselors, Teachers | 5E.2. Parent Surveys Parent Involvement Conferences | 5E.2 S Sign In Sheets from Parent Informational nights/SAC Meetings/PTSA/PLC meetings, Teacher Contact Logs, Conference data. | |
| | | 5E.3. Lack of access to resources critical to school success. | 5E.3. Use of community resources to provide students with the necessary tools for school. Access to resources outside of the regular instruction time (extended media center hours, computer access during lunch and after school) | 5E.3. Principal, APs, Administrative Deans, Social Worker, Media Specialist, Classroom teachers | 5E.3. Quarterly monitoring of student progress Request assistance through social worker for students. | 5E.3. Media Center Logs Report Cards Social worker referrals | |

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 |
| Active engagement reading strategies | 9-12 All subject areas | Reading Coach/ Academic Dean | School-wide | Monthly during planning periods | Classroom Observation Teacher Plans Student Work Samples | Administration Team |

August 2012
 Rule 6A-1.099811
 Revised April 29, 2011

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

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|---------------------------------|--------------------------|---|---|---|---|--|
| FCAT 2.0 Reading | 9-10 English and Reading | Principal/ Reading Coach/ Academic Dean | PLC – English and Reading Curriculum Clusters | November on Early Release Day | Classroom Observation Teacher Lesson Plans Teacher-Made Assessments | Supervising Administrator |
| Reading Plus/Lexia | 9-12 Reading | Reading Coach | PLC – Reading Curriculum Cluster | Monthly department meeting after school | System generated reports | Reading Coach/ Supervising Administrator |
| Data Review/Progress Monitoring | 9-12 All subject areas | CRT/Academic Dean | PLC – Curriculum Clusters | Quarterly | Classroom Observation Teacher Plans | Supervising Administrator |
| Integrating Complex Text | 9-12 All subject areas | CRT/Academic Dean | School-wide | Monthly during planning periods | Classroom Observations Teacher Plans | Supervising Administrator |

Reading Budget (Insert rows as needed)

| | | | |
|--|--|-----------------------------|-------------|
| Include only school funded activities/ materials and exclude district funded activities/materials. | | | |
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Reading Plus/Lexia | Computer Access for students and teachers | Lake Nona Institute | \$60,000.00 |
| Subtotal: 60,000 | | | |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Quia | Electronic Testing Program for pretesting and post-testing | General Budget | \$2,500.00 |
| Subtotal: 2,500 | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Reading Plus/Lexia | Computer Access for students and teachers | Lake Nona CRT/Academic Dean | 0.00 |
| Subtotal: | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Subtotal: | | | |
| Total: 62,500 | | | |

End of Reading Goals

August 2012

Rule 6A-1.099811

Revised April 29, 2011

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

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. 18% of the ELLs are non-English speakers. | 1.1. Differentiated collaborative grouping according to language acquisition level. | 1.1. Principal, APs, CCT, Guidance Counselors, Classroom Teachers | 1.1. Monitoring of students performance data. | 1.1. Benchmark Assessment CELLA 2013 | |
| CELLA Goal #1: ELL students scoring at proficiency level in listening/speaking on CELLA 2013 will increase by a minimum of 5%. | 2012 Current Percent of Students Proficient in Listening/Speaking: | | | | | |
| | 82 % (167) of ELL students scored proficient on CELLA listening/speaking in 2012. | | | | | |
| | | 1.2. Parental (Family) Involvement | 1.2. Teacher Contact Logs PTSA/SAC/PLC participation Additions Volunteers Provide translations of all parental communications. | 1.2. Principal, APs, Guidance Counselors, Teachers, CCT | 1.2. Parent Surveys Parent Involvement Conferences | 1.2. Sign In Sheets from Parent Informational nights/SAC Meetings/PTSA /PLC meetings Teacher Contact Logs Conference data |
| | | 1.3. ELLs need extra support in language acquisition | 1.3. International Scholars Success Class ESOL paraprofessionals to support in content area classes | 1.3. Principal. APs. CCT | 1.3. Progress monitor students performance data | 1.3. Progress Book reports Report Cards |

August 2012
Rule 6A-1.099811
Revised April 29, 2011

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

| 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. Limited English vocabulary. Language Acquisition | 2.1. Use of Lexia to assist students in acquisition of academic language and development of reading skills. | 2.1. Principal, APs, CCT, Guidance Counselors, Classroom Teachers | 2.1. Monitoring of students performance data. | 2.1. Benchmark Assessment CELLA 2013 | |
| <u>CELLA Goal #2:</u> ELL students scoring proficient in reading on CELLA 2013 will increase by a minimum of 5%. | <u>2012 Current Percent of Students Proficient in Reading:</u> | | | | | |
| | 37% (75) of ELL students scored proficient in reading on CELLA 2012. | | | | | |
| | | 2.2. Parental (Family) Involvement | 2.2. Teacher Contact Logs PTSA/SAC/PLC participation Additions Volunteers Provide translations of all parental communications. | 2.2. Principal, APs, Guidance Counselors, Teachers, CCT | 2.2. Parent Surveys Parent Involvement Conferences | 2.2. Sign In Sheets from Parent Informational nights/SAC Meetings/PTSA /PLC meetings Teacher Contact Logs Conference data |
| | | 2.3. ELLs need extra support in language acquisition | 2.3. International Scholars Success Class ESOL paraprofessionals to support in content area classes | 2.3. Principal. APs. CCT | 2.3. Progress monitor students performance data | 2.3. Progress Book reports Report Cards |
| 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 | |

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

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|---|--|---|--|--|--|--|
| 3. Students scoring proficient in writing. | 2.1. Limited English vocabulary. | 2.1. Weekly writing experiences, including journaling, Cornell Notes, and monthly writing prompts. | 2.1. Principal, APs, CCT, Guidance Counselors, Classroom Teachers | 2.1. Analysis of school-wide practice data. Monitoring of lesson plans | 2.1. Benchmark Assessment CELLA 2013 | |
| CELLA Goal #3: ELL students scoring proficient in writing on CELLA 2013 will increase by a minimum of 5%. | 2012 Current Percent of Students Proficient in Writing : | | | | | |
| | 50% (102) ELL students scored proficient in writing on CELLA 2012. | | | | | |
| | | 2.2. Language Acquisition | 2.2. Use of small group instruction and visual representations for ELL students | 2.2. Principal, APs, CCT, Guidance Counselors, Classroom Teachers | 2.2. Collection of student samples Classroom Observation | 2.2. Benchmark Assessment CELLA 2013 |
| | | 2.3. Parental (Family) Involvement | 2.3. Teacher Contact Logs PTSA/SAC/PLC participation Additions Volunteers Provide translations of all parental communications. | 2.3. Principal, APs, Guidance Counselors, Teachers, CCT | 2.3. Parent Surveys Parent Involvement Conferences | 2.3. Sign In Sheets from Parent Informational nights/SAC Meetings/PTSA /PLC meetings Teacher Contact Logs Conference data |

CELLA Budget (Insert rows as needed)

| | | | |
|---|--------------------------|----------------|--------|
| Include only school-based funded activities/materials and exclude district funded activities/materials. | | | |
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Active Engagement reading strategies | CRT/Academic Dean | | 0.00 |
| | | | |

August 2012
 Rule 6A-1.099811
 Revised April 29, 2011

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

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|--|---|---------------------|------------------------------|
| Subtotal: | | | |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Lexia | ELL Computer based program supporting Listening/Speaking, Reading, and Writing. | Lake Nona Institute | (included in Reading budget) |
| | | | |
| Subtotal: | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| ELL Accommodations/High effect size strategies | Strategies/IObservation Design question 2, 5 | Lake Nona Staff | |
| | | | 0.00 |
| Subtotal: | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| Subtotal: | | | |
| Total:0.00 | | | |

End of CELLA Goals

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

Elementary School Mathematics Goals

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

| Elementary Mathematics 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 mathematics. | 1A.1. N/A | 1A.1. N/A | 1A.1. . N/A | 1A.1. . N/A | 1A.1. . N/A | | |
| <u>Mathematics Goal</u> #1A: N/A | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | 1A.2. N/A | 1A.2. . N/A | 1A.2. . N/A | 1A.2. . N/A | 1A.2. . N/A | |
| | | 1A.3. N/A | 1A.3. . N/A | 1A.3. . N/A | 1A.3. . N/A | 1A.3. . N/A | |

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

| | | | | | | | |
|---|---|--|-------------|-------------|-------------|-------|--|
| 1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. | 1B.1. N/A | 1B.1. . N/A | 1B.1. . N/A | 1B.1. . N/A | 1B.1. . N/A | | |
| <u>Mathematics Goal #1B:</u> N/A | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | 1B.2. N/A | 1B.2. | 1B.2. | 1B.2. | 1B.2. | |
| | | 1B.3. N/A | 1B.3. | 1B.3. | 1B.3. | 1B.3. | |

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
|---|---|--|---|---|-----------------|-------------|--|
| 2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics. | 2A.1. N/A | 2A.1. . N/A | 2A.1. . N/A | 2A.1. . N/A | 2A.1. . N/A | | |
| <u>Mathematics Goal #2A:</u> N/A | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | 2A.2. N/A | 2A.2. . N/A | 2A.2. . N/A | 2A.2. . N/A | 2A.2. . N/A | |
| | | 2A.3. N/A | 2A.3. . N/A | 2A.3. . N/A | 2A.3. . N/A | 2A.3. . N/A | |
| 2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. | 2B.1. N/A | 2B.1. | 2B.1. | 2B.1. | 2B.1. | | |
| <u>Mathematics Goal #2B:</u> N/A | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |

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

| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
|--|---|--|-------|-------|-------|-------|--|
| | | 2B.2. N/A | 2B.2. | 2B.2. | 2B.2. | 2B.2. | |
| | | 2B.3. N/A | 2B.3. | 2B.3. | 2B.3. | 2B.3. | |

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

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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 mathematics. | 3A.1. N/A | 3A.1. . N/A | 3A.1. . N/A | 3A.1. . N/A | 3A.1. . N/A | | |
| <u>Mathematics Goal</u> #3A: N/A | <u>2012 Current Level of Performance:*</u> N/A | <u>2013 Expected Level of Performance:*</u> N/A | | | | | |
| | <i>Enter numerical data for current level of performance in this box N/A.</i> | <i>Enter numerical data for expected level of performance in this box. N/A</i> | | | | | |
| | | 3A.2. N/A | 3A.2. . N/A | 3A.2. . N/A | 3A.2. . N/A | 3A.2. . N/A | |
| | | 3A.3. N/A | 3A.3. . N/A | 3A.3. . N/A | 3A.3. . N/A | 3A.3. . N/A | |
| 3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics. | 3B.1. N/A | 3B.1. N/A | 3B.1. N/A | 3B.1. N/A | 3B.1. N/A | | |

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

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

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

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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 mathematics. | 4A.1. N/A | 4A.1. N/A | 4A.1. N/A | 4A.1. N/A | 4A.1. N/A | | |
| Mathematics Goal #4: N/A | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
| | N/A | N/A | | | | | |
| | | 4A.2. N/A | 4A.2. N/A | 4A.2. N/A | 4A.2. N/A | 4A.2. N/A | |
| | | 4A.3. N/A | 4A.3. N/A | 4A.3. N/A | 4A.3. N/A | 4A.3. N/A | |

| 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 | N/A | N/A | N/A | N/A | N/A | N/A |

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

| | | | | | | | |
|--|--|---|--|--|------------------------|------------------|--|
| <p><u>Mathematics Goal</u> #5A: N/A</p> | | | | | | | |
| <p>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:</p> | <p>Anticipated Barrier</p> | <p>Strategy</p> | <p>Person or Position Responsible for Monitoring</p> | <p>Process Used to Determine Effectiveness of Strategy</p> | <p>Evaluation Tool</p> | | |
| <p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</p> | <p>5B.1. N/A White: Black: Hispanic: Asian: American Indian:</p> | <p>5B.1. N/A</p> | <p>5B.1. N/A</p> | <p>5B.1. N/A</p> | <p>5B.1. N/A</p> | | |
| <p><u>Mathematics Goal</u> #5B: N/A <i>Enter narrative for the goal in this box.</i></p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> | | | | | |
| | <p><i>Enter numerical data for current level of performance in this box.</i> N/A White: N/A Black: Hispanic: Asian: American Indian:</p> | <p><i>Enter numerical data for expected level of N/A performance in this box.</i> N/A White: N/A Black: Hispanic: Asian: American Indian:</p> | | | | | |
| | | <p>5B.2. N/A</p> | <p>5B.2. N/A</p> | <p>5B.2. N/A</p> | <p>5B.2. N/A</p> | <p>5B.2. N/A</p> | |

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

| | | | | | | | |
|--|--|-----------|-----------|-----------|-----------|-----------|--|
| | | 5B.3. N/A | 5B.3. N/A | 5B.3. N/A | 5B.3. N/A | 5B.3. N/A | |
|--|--|-----------|-----------|-----------|-----------|-----------|--|

| 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 mathematics. | 5C.1. N/A | 5C.1. N/A | 5C.1. N/A | 5C.1. N/A | 5C.1. N/A | | |
| <u>Mathematics Goal</u> #5C: N/A | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | 5C.2. N/A | 5C.2. N/A | 5C.2. N/A | 5C.2. N/A | 5C.2. N/A | |
| | | 5C.3. N/A | 5C.3. N/A | 5C.3. N/A | 5C.3. N/A | 5C.3. N/A | |
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |

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

| | | | | | | | |
|--|---|--|-----------|-----------|-----------|-----------|--|
| 5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. | 5D.1. N/A | 5D.1. N/A | 5D.1. N/A | 5D.1. N/A | 5D.1. N/A | | |
| <u>Mathematics Goal #5D:</u> N/A | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | 5D.2. N/A | 5D.2. N/A | 5D.2. N/A | 5D.2. N/A | 5D.2. N/A | |
| | | 5D.3. N/A | 5D.3. N/A | 5D.3. N/A | 5D.3. N/A | 5D.3. N/A | |

| 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 mathematics. | 5E.1. N/A | 5E.1. N/A | 5E.1. N/A | 5E.1. N/A | 5E.1. N/A | | |

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

| <u>Mathematics Goal</u> <u>#5E:</u> | <u>2012 Current</u> <u>Level of</u> <u>Performance:*</u> | <u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u> | | | | | |
|--|--|---|-----------|-----------|-----------|-----------|--|
| N/A | | | | | | | |
| | N/A | N/A | | | | | |
| | | 5E.2. N/A | 5E.2. N/A | 5E.2. N/A | 5E.2. N/A | 5E.2. N/A | |
| | | 5E.3. N/A | 5E.3. N/A | 5E.3. N/A | 5E.3. N/A | 5E.3. N/A | |

End of Elementary School Mathematics Goals

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

Middle School Mathematics Goals

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

| Middle School Mathematics | Problem-Solving Process to Increase Student Achievement | | | | | | |
|---|---|--|---|---|-----------------|-----------|--|
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
| 1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics. | 1A.1. N/A | 1A.1. N/A | 1A.1. N/A | 1A.1. N/A | 1A.1. N/A | | |
| <u>Mathematics Goal</u> #1A: N/A <i>Enter narrative for the goal in this box.</i> | <u>2012 Current Level of Performance:*</u> N/A | <u>2013 Expected Level of Performance:*</u> N/A | | | | | |
| | N/A | N/A | | | | | |
| | | 1A.2. N/A | 1A.2. N/A | 1A.2. N/A | 1A.2. N/A | 1A.2. N/A | |
| | | 1A.3. N/A | 1A.3. N/A | 1A.3. N/A | 1A.3. N/A | 1A.3. N/A | |

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

| | | | | | | | |
|---|--|---|-----------|-----------|-----------|-----------|--|
| 1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. | 1B.1. N/A | 1B.1. N/A | 1B.1. N/A | 1B.1. N/A | 1B.1. N/A | | |
| <u>Mathematics Goal #1B:</u> N/A | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | N/A | N/A | | | | | |
| | | 1B.2. N/A | 1B.2. N/A | 1B.2. N/A | 1B.2. N/A | 1B.2. N/A | |
| | | 1B.3. N/A | 1B.3. N/A | 1B.3. N/A | 1B.3. N/A | 1B.3. N/A | |

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
|---|--|---|---|---|-----------------|-----------|--|
| 2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics. | 2A.1. N/A | 2A.1. N/A | 2A.1. N/A | 2A.1. N/A | 2A.1. N/A | | |
| <u>Mathematics Goal</u> #2A: N/A | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | N/A | N/A | | | | | |
| | | 2A.2. N/A | 2A.2. N/A | 2A.2. N/A | 2A.2. N/A | 2A.2. N/A | |
| | | 2A.3. N/A | 2A.3. N/A | 2A.3. N/A | 2A.3. N/A | 2A.3. N/A | |
| 2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. | 2B.1. N/A | 2B.1. N/A | 2B.1. N/A | 2B.1. N/A | 2B.1. N/A | | |

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

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

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

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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 mathematics. | 3A.1. N/A | 3A.1. N/A | 3A.1. N/A | 3A.1. N/A | 3A.1. N/A | | |
| <u>Mathematics Goal</u> #3A: N/A | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | 3A.2. N/A | 3A.2. N/A | 3A.2. N/A | 3A.2. N/A | 3A.2. N/A | |
| | | 3A.3. N/A | 3A.3. | 3A.3. | 3A.3. | 3A.3. | |
| 3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics. | 3B.1. N/A | 3B.1. N/A | 3B.1. N/A | 3B.1. N/A | 3B.1. N/A | | |

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

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

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

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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 mathematics. | 4A.1. N/A | 4A.1. N/A | 4A.1. N/A | 4A.1. N/A | 4A.1. N/A | | |
| Mathematics Goal #4: N/A <i>Enter narrative for the goal in this box.</i> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | N/A | N/A | | | | | |
| | | 4A.2. N/A | 4A.2. N/A | 4A.2. N/A | 4A.2. N/A | 4A.2. N/A | |
| | | 4A.3. N/A | 4A.3. | 4A.3. | 4A.3. | 4A.3. | |

| 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 | |
|--|-----------|-----------|-----------|-----------|-----------|-----------|--|
| | | | | | | | |

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

| | | | | | | | |
|---|--|---|--|--|------------------------|-----------|-----------|
| 5A. In six years, school will reduce their achievement gap by 50%. | Baseline data 2010-2011 | N/A | N/A | N/A | N/A | N/A | N/A |
| <u>Mathematics Goal #5A:</u> N/A | | | | | | | |
| 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 mathematics. | 5B.1. N/A White: Black: Hispanic: Asian: American Indian: | 5B.1. N/A | 5B.1. N/A | 5B.1. N/A | 5B.1. N/A | | |
| <u>Mathematics Goal #5B:</u> N/A | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | N/A | N/A | | | | | |
| | | 5B.2. N/A | 5B.2. N/A | 5B.2. N/A | 5B.2. N/A | 5B.2. N/A | 5B.2. N/A |
| | | 5B.3. N/A | 5B.3. | 5B.3. | 5B.3. | 5B.3. | 5B.3. |

August 2012
 Rule 6A-1.099811
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
|--|--|---|---|---|-----------------|-----------|--|
| 5C. English Language Learners (ELL) not making satisfactory progress in mathematics. | 5C.1. N/A | 5C.1. N/A | 5C.1. N/A | 5C.1. N/A | 5C.1. N/A | | |
| <u>Mathematics Goal</u> #5C: N/A | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | | | | | | | |
| | | 5C.2. N/A | 5C.2. N/A | 5C.2. N/A | 5C.2. N/A | 5C.2. N/A | |
| | | 5C.3. N/A | 5C.3. N/A | 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 mathematics. | 5D.1. N/A | 5D.1. N/A | 5D.1. N/A | 5D.1. N/A | 5D.1. N/A | | |

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

| <u>Mathematics Goal</u> #5D: N/A | <u>2012 Current</u> <u>Level of</u> <u>Performance:*</u> | <u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u> | | | | | |
|-------------------------------------|--|---|-----------|-----------|-----------|-----------|-----------|
| | | | | | | | |
| | | 5D.2. N/A | 5D.2. N/A | 5D.2. N/A | 5D.2. N/A | 5D.2. N/A | 5D.2. N/A |
| | | 5D.3. N/A | 5D.3. N/A | 5D.3. N/A | 5D.3. N/A | 5D.3. N/A | 5D.3. N/A |

| 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 mathematics. | 5E.1. N/A | 5E.1. N/A | 5E.1. N/A | 5E.1. N/A | 5E.1. N/A | | |

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

| <u>Mathematics Goal</u> #5E: N/A | <u>2012 Current</u> <u>Level of</u> <u>Performance:*</u> | <u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u> | | | | | |
|-------------------------------------|--|---|-----------|-----------|-----------|-----------|--|
| | N/A | N/A | | | | | |
| | | 5E.2. N/A | 5E.2. N/A | 5E.2. N/A | 5E.2. N/A | 5E.2. N/A | |
| | | 5E.3. N/A | 5E.3. | 5E.3. | 5E.3. | 5E.3. | |

End of Middle School Mathematics Goals

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

Florida Alternate Assessment High School Mathematics Goals

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

| High School | Mathemat | Problem-Solving Process to Increase Student Achievement | | | | | | |
|-------------|---|---|---|--|---|--|--|--|
| | Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
| | 1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. | 1.1. Parental (Family) Involvement | 1.1. Teacher Contact Logs Parent information nights PTSA/SAC participation Additions Volunteers | 1.1. Principal, APs, Guidance Counselors, Teachers, Staffing Specialist, | 1.1. Parent Surveys Parent Involvement Conferences | 1.1. Sign In Sheets from Parent Informational nights/SAC Meetings/PTSA meetings Teacher Contact Logs Conference data | | |
| | <u>Mathematics Goal #1:</u> By June 2013, 100 % (3) students taking FAA in mathematics will score at levels 4, 5, and 6. | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |

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

| | | | | | | | |
|---|---------------------------------------|---|--|--|---|---|--|
| | 100 % (3) scored at Levels 4,5, and 6 | 100% (3) will score at Levels 4, 5, and 6 | | | | | |
| | | 1.2. Students require differentiation to ensure acquisition of skills. | 1.2. Provide teacher with PD on differentiation Model Marzano’s high effect size strategies | 1.2. Principal, APs, Staffing Specialist, ESE teacher | 1.2. Monitoring of IND students academic progress. Lesson Planning that includes differentiation strategies for Tier 2 and 3 students. | 1.2. Progress Reports Report Cards Classroom assessments IEP meeting notes | |
| | | 1.3. Attendance – excessive absences and tardies | 1.2. Weekly review of Attendance Data for early intervention Tardy Sweeps Attendance Child Study Team Meetings with parents Attendance Contracts | 1.2. Principal, APs, Admin. Deans, Counselors, Social Worker | 1.2. Ongoing monitoring of student attendance and tardy rates through LNHS Data Review data collection. | 1.2. SMS Attendance Reports LNHS Data Review Attendance Contracts Social Worker Referrals | |
| Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
| 2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. | 2.1. Parental (Family) Involvement | 2.1. Teacher Contact Logs Parent information nights PTSA/SAC participation Additions Volunteers | 2.1. Principal, APs, Guidance Counselors, Teachers, Staffing Specialist, | 2.1. Parent Surveys Parent Involvement Conferences | 2.1. Sign In Sheets from Parent Informational nights/SAC Meetings/PTSA meetings Teacher Contact Logs Conference data | | |

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

| Mathematics Goal #2: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
|---|---|--|--|--|--|---|--|
| By June 2013, 33% (1) students taking FAA in mathematics will score at or above Level 7 | | | | | | | |
| | 0% of students scored at or above Level 7 | 33% (1) students will score at or above Level 7 | | | | | |
| | | 2.2. Students require differentiation to ensure acquisition of skills. | 2.2. Provide teacher with PD on differentiation Model Marzano’s high effect size strategies | 2.2. Principal, APs, Staffing Specialist, ESE teacher | 2.2. Monitoring of IND students academic progress. Lesson Planning that includes differentiation strategies for Tier 2 and 3 students. | 2.2. Progress Reports Report Cards Classroom assessments IEP meeting notes | |
| | | 2.3. Attendance – excessive absences and tardies | 2.3. Weekly review of Attendance Data for early intervention Tardy Sweeps Attendance Child Study Team Meetings with parents Attendance Contracts | 2.3. Principal, APs, Admin. Deans, Counselors, Social Worker | 2.3. Ongoing monitoring of student attendance and tardy rates through LNHS Data Review data collection. | 2.3. SMS Attendance Reports LNHS Data Review Attendance Contracts Social Worker Referrals | |
| Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |

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

| | | | | | | | |
|---|---|--|---|---|---|--|--|
| <p>3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</p> | <p>3.1. Parental (Family) Involvement</p> | <p>3.1. Teacher Contact Logs Parent information nights PTSA/SAC participation Additions Volunteers</p> | <p>3.1. Principal, APs, Guidance Counselors, Teachers, Staffing Specialist,</p> | <p>3.1. Parent Surveys Parent Involvement Conferences</p> | <p>3.1. Sign In Sheets from Parent Informational nights/SAC Meetings/PTSA meetings Teacher Contact Logs Conference data</p> | | |
| <p>Mathematics Goal #3: 33% (1) student taking FAA will make learning gains</p> | <p>2012 Current Level of Performance:*</p> | <p>2013 Expected Level of Performance:*</p> | | | | | |
| | <p>0% (0) of students taking FAA in mathematics made learning gains</p> | <p>33% (1) student taking FAA will make learning gains</p> | | | | | |
| | | <p>3.2. Students require differentiation to ensure acquisition of skills.</p> | <p>3.2. Provide teacher with PD on differentiation Model Marzano’s high effect size strategies</p> | <p>3.2. Principal, APs, Staffing Specialist, ESE teacher</p> | <p>3.2. Monitoring of IND students academic progress. Lesson Planning that includes differentiation strategies for Tier 2 and 3 students.</p> | <p>3.2. Progress Reports Report Cards Classroom assessments IEP meeting notes</p> | |
| | | <p>2.3. Attendance – excessive absences and tardies</p> | <p>2.3. Weekly review of Attendance Data for early intervention Attendance Child Study Team Meetings with parents Attendance Contracts Tardy sweeps</p> | <p>2.3. Principal, APs, Admin. Deans, Counselors, Social Worker</p> | <p>2.3. Ongoing monitoring of student attendance and tardy rates through LNHS Data Review data collection.</p> | <p>2.3. SMS Attendance Reports LNHS Data Review Attendance Contracts Social Worker Referrals</p> | |

End of Florida Alternate Assessment High School Mathematics Goals

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

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. Increasing complexity of test as grade level increases | 1.1. Provide teachers with authentic information and examples regarding the difficulty of the math benchmarks and question complexity consistent with EOC assessments. | 1.1. Principal, APs, CRT, Classroom Teachers | 1.1. Classroom observations Teacher Lesson Plans Review Students Work Samples Review | 1.1. Benchmark Assessment Classroom Assessments | | |

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

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|---|--|---|--|---|--|--|--|
| Algebra 1 Goal #1: | <u>2012 Current</u> <u>Level of</u> <u>Performance:*</u> | <u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u> | | | | | |
| By June 2013, 49% (160) of students taking Algebra I EOC exam will score a level 3. | | | | | | | |
| | 45.6 % (148) students scored a level 3. | 49 % (160) students scored a level 3. | | | | | |
| | | 1.2. Attendance – excessive absences and tardies | 1.2. Weekly review of Attendance Data for early intervention Attendance Child Study Team Meetings with parents Attendance Contracts Tardy Sweeps | 1.2. Principal, APs, Admin. Deans | 1.2. Ongoing monitoring of student attendance and tardy rates through LNHS Data Review data collection. | 1.2. SMS Attendance Reports LNHS Data Review Attendance Contracts Social Worker Referrals | |
| | | 1.3. Parental (Family) Involvement | 1.3. Teacher Contact Logs Parent information nights PTSA/SAC/PLC participation Additions Volunteers | 1.3. Principal, APs, Guidance Counselors, Teachers | 1.3. Parent Surveys Parent Involvement Conferences | 1.3. Sign In Sheets from Parent Informational nights/SAC/ PLC Meetings/PTSA meetings Conference data | |
| Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |

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

| | | | | | | | |
|---|--|---|--|---|--|--|--|
| <p>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.</p> | <p>2.1. Increasing complexity of test as grade level increases</p> | <p>2.1. Provide teachers with authentic information and examples regarding the difficulty of the math benchmarks and question complexity consistent with EOC assessments.</p> | <p>2.1. Principal, APs, CRT, Classroom Teachers</p> | <p>2.1. Classroom observations Teacher Lesson Plans Review Students Work Samples Review</p> | <p>2.1. Benchmark Assessment Classroom Assessments</p> | | |
| <p><u>Algebra Goal #2:</u> By June 2013, 4.5% (15) of students taking Algebra I EOC exam score a level 4 or 5.</p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> | | | | | |
| | <p>.03 % (10) students scored a level 4 or 5.</p> | <p>4.5 % (15) students scored a level 4 or 5.</p> | | | | | |
| | | <p>2.2. Attendance – excessive absences and tardies.</p> | <p>2.2. Weekly review of Attendance Data for early intervention Attendance Child Study Team Meetings with parents Attendance Contracts</p> | <p>2.2. Principal, APs, Admin. Deans, Social Worker</p> | <p>2.2. Ongoing monitoring of student attendance and tardy rates through LNHS Data Review data collection.</p> | <p>2.2. SMS Attendance Reports LNHS Data Review Attendance Contracts Social Worker Referrals</p> | |

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

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|--|--------------------------------|---|---|---|---|--|---|
| | | 2.3. Parental (Family) Involvement | 2.3. Teacher Contact Logs Parent information nights PTSA/SAC participation Additions Volunteers | 2.3. Principal, APs, Guidance Counselors, Teachers | 2.3. Parent Surveys Parent Involvement Conferences | 2.3. Sign In Sheets from Parent Informational nights/SAC Meetings/PTSA and PLC meetings Conference data | |
| Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | |
| 3A. In six years, school will reduce their achievement gap by 50%. | Baseline data 2010-2011 | Black: 44% Hisp: 51% White: 63% ELL: 39% SwD: 25% EcDis: 49% | Black: 49% Hisp: 55% White: 67% ELL: 44% SwD: 32% EcDis: 53% | Black: 54% Hisp: 60% White: 70% ELL: 50% SwD: 39% EcDis: 58% | Black: 59% Hisp: 64% White: 73% ELL: 55% SwD: 45% EcDis: 63% | Black: 64% Hisp: 69% White: 77% ELL: 61% SwD: 52% EcDis: 67% | Black: 70% Hisp: 73% White: 80% ELL: 67% SwD: 59% EcDis: 72% |
| <u>Algebra 1 Goal #3A:</u> In the next six years we will decrease the achievement gap amongst ethnicity subgroups by 50%. Performance Target for 2017: Black: 70% Hisp: 73% White: 80% ELL: 67 % SwD: 59 % EcDis: 72 % | | | | | | | |

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
|---|---|--|--|---|---|--|--|
| <p>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.</p> | <p>3B1. Capacity of teachers to Progress monitor.</p> | <p>3B.1. Provide teachers with PD on how to monitor student data and easily accessible sources of the necessary student data.</p> <p>Provide teachers with PD on differentiation of instruction (Tabor Rotation) based on the student progress data.</p> | <p>3B1. Principal, APs, CRT, Academic Dean, District Support, Classroom teachers</p> | <p>3B.1. Use of collaborative curriculum clusters to help develop progress monitoring strategies to inform instruction and develop differentiated instruction based on student individual needs.</p> <p>Use of MTSS strategies to address issues with students who are not progressing.</p> | <p>3B.1. Lesson planning that indicates the strategies for differentiation.</p> <p>Sign in sheets from PD</p> <p>Reflection responses from teachers.</p> <p>Classroom Observation</p> | | |

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

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|--|--|---|--|---|---|---|--|
| <p>Algebra 1 Goal #3B:</p> <p>By June 2013, the following students in the subgroups below will be taking Algebra I EOC exam and will make satisfactory progress.</p> <p>Black: 49% Hisp: 55% White: 67% ELL: 44% SwD: 32% EcDis: 53%</p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> | | | | | |
| | <p>2012 current level of performance Black: 45% Hisp: 38% White: 25% ELL: 57% SwD: 58% EcDis: 41%</p> | <p>2013 expected Level of performance Black: 49% Hisp: 55% White: 67% ELL: 44% SwD: 32% EcDis: 53%</p> | | | | | |
| | | <p>3B.2. Parental (Family) Involvement</p> | <p>3B.2. Teacher Contact Logs Parent information nights PTSA/SAC/PLC participation Provide translations of all parental communications</p> <p>Additions Volunteers</p> | <p>3B.2. Principal, APs, Guidance Counselors, Teachers</p> | <p>3B.2. Parent Surveys Parent Involvement Conferences</p> | <p>3B.2. Sign In Sheets from Parent Informational nights/SAC Meetings/PTSA/PLC meetings Teacher Contact Logs Conference data</p> | |

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

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|--|--|--|---|---|---|---|--|
| | | <p>3B.3. Fidelity of Instruction</p> | <p>3B.3. Ensure teachers are using best practices for instruction and differentiating instruction to make rigorous content accessible to all students.</p> <p>Use coaching to support teachers and assist in improving instructional methods. Use Marzano’s high effect size strategies</p> <p>Utilize instructional planning template to effectively track implementation of effect reading strategies across all curriculums.</p> | <p>3B.3. Principal, APs, CRT, Academic Dean, Curriculum Leaders</p> | <p>3B.3. Classroom observations</p> <p>Regular review of Instructional Planning template completion</p> | <p>3B.3. Classroom Observation data</p> <p>Instructional Planning template data</p> <p>Benchmark and common assessment data</p> | |
|--|--|--|---|---|---|---|--|

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
|--|---|--|--|--|---|--|--|
| 3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1. | 3C.1. Parental (Family) Involvement | 3C.1. Teacher Contact Logs Parent information nights PTSA/ SAC /PLC participation Provide translations of all parental communications. | 3C.1. Principal, APs, CCT, Guidance Counselors, Classroom Teachers | 3C.1. Parent Surveys Parent Involvement Conferences | 3C.1. Sign In Sheets from Parent Informational nights/SAC Meetings/PTSA/PLC meetings Teacher Contact Logs Conference data | | |
| <u>Algebra 1 Goal #3C:</u> By June 2013 55% (104) of English language learner students taking Algebra I EOC exam will score a level 3 or higher. | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | 49% (93) of English language learner students scored a level 3 or higher. | 55% (104) of English language learner students will score a level 3 or higher. | | | | | |

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

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|--|--|---|---|--|--|--|--|
| | | 2.2. Attendance – excessive absences and tardies. | 2.2. Weekly review of Attendance Data for early intervention Attendance Child Study Team Meetings with parents Attendance Contracts Social Worker Referrals Tardy Sweeps | 2.2. Principal, APs, Admin. Deans, Social Worker | 2.2. Ongoing monitoring of student attendance and tardy rates through LNHS Data Review data collection. | 2.2. SMS Attendance Reports LNHS Data Review Attendance Contracts | |
| | | 3C.3. Language Acquisition | 3C.3. Use of small group instruction and visual representations for ELL students | 3C.3. Principal, APs, CCT, Guidance Counselors, Classroom Teachers | 3C.3. Collection of student samples Classroom Observation | 3C.3. Benchmark Assessment CELLA 2013 | |
| 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 | | |
| 3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1. | 3D.1. Parental (Family) Involvement | 3D.1. Teacher Contact Logs Parent information nights PTSA/SAC participation Additions Volunteers Provide translations of all parental communications. | 3D.1. Principal, APs, Guidance Counselors, Teachers, Staffing Specialist, Inclusion Coach | 3D.1. Parent Surveys Parent Involvement Conferences | 3D.1. Sign In Sheets from Parent Informational nights/SAC Meetings/PTSA meetings Teacher Contact Logs Conference data | | |

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

| Algebra 1 Goal #3D: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
|--|--|--|--|--|---|---|--|
| By June 2013 50% (5) of SWD students take Algebra I EOC will score a level 3 or higher | | | | | | | |
| | 44% (4) of SWD students scored a level 3 or higher. | 50% (5) of SWD students will score a level 3 or higher. | | | | | |
| | | 3D.2. Students require differentiation to ensure acquisition of benchmarks and skills. | 3D.2. Provide teachers with PD on differentiation for Tier 2 and Tier 3 students. Provide classroom support for SWD students through learning strategies class. | 3D.2. Principal, APs, Staffing Specialist, ESE teachers, Regular classroom teachers. | 3D.2. Monitoring of SWD student academic progress. Effective communication of SWD student accommodations as defined on IEP. Lesson Planning that includes differentiation strategies for Tier 2 and 3 students. | 3D.2 Progress Reports Report Cards Classroom assessments Benchmark Assessments IEP meeting notes | |
| | | 3D.3. Capacity of teachers to Progress monitor. | 3D.3. Provide teachers with PD on how to monitor student data and easily accessible sources of the necessary student data. Provide teachers with PD on differentiation of instruction based on the student progress data. | 3D.3. Principal, APs, CRT, Academic Dean, District Support, Classroom teachers | 3D.3. Use of collaborative curriculum clusters to help develop progress monitoring strategies to inform instruction and develop differentiated instruction based on student individual needs. Use of RtI strategies to address issues with students who are not progressing. | 3D.3. Lesson planning that indicates the strategies for differentiation. Sign in sheets from PD Reflection responses from teachers. Classroom Observation | |

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

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
|--|---|--|--|---|--|--|--|
| 3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1. | 3E.1. Capacity of teachers to Progress monitor. | 3E.1. Provide teachers with PD on how to monitor student data and easily accessible sources of the necessary student data. Provide teachers with PD on differentiation of instruction based on the student progress data. | 3E.1. Principal, APs, CRT, Academic Dean, District Support, Classroom teachers | 3E.1. Use of collaborative curriculum clusters to help develop progress monitoring strategies to inform instruction and develop differentiated instruction based on student individual needs. Use of RtI strategies to address issues with students who are not progressing. | 35.1. Lesson planning that indicates the strategies for differentiation. Sign in sheets from PD Reflection responses from teachers. Classroom Observation | | |
| <u>Algebra 1 Goal #3E:</u> By June 2013 55% (104) of economically disadvantaged students taking Algebra 1 EOC exam will score a level 3 or higher. | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |

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

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|--|--|---|---|---|--|---|--|
| | 49% (93) economically disadvantaged students scored a level 3 or higher. | 55% (104) economically disadvantaged students will score a level 3 or higher. | | | | | |
| | | 3E.2. Parental (Family) Involvement | 3E.2. Teacher Contact Logs Parent information nights PTSA/SAC/PLC participation Additions Volunteers | 3E.2. Principal, APs, Guidance Counselors, Academic Dean Teachers | 3E.2. Parent Surveys Parent Involvement Conferences | 3E.2. Sign In Sheets from Parent Informational nights/SAC Meetings/PTSA meetings PLC meetings Teacher Contact Logs Conference data | |
| | | 3E.3. Lack of access to resources critical to school success. | 3E.3. Use of community resources to provide students with the necessary tools for school. Access to resources outside of the regular instruction time (extended media center hours, computer access during lunch and after school) | 3E.3. Principal, APs, Administrative Deans, Social Worker, Media Specialist, Classroom teachers | 3E.3. Quarterly monitoring of student progress Request assistance through social worker for students. | 3E.3. Media Center Logs Report Cards Social worker referrals | |

End of Algebra 1 EOC Goals

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

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

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

| 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. Increasing complexity of test as grade level increases | 1.1. Provide teachers with authentic information and examples regarding the difficulty of the math benchmarks and question complexity consistent with EOC assessments. | 1.1. Principal, APs, CRT, Classroom Teachers | 1.1. Classroom observations Teacher Lesson Plans Review Students Work Samples Review | 1.1. Benchmark Assessment Classroom Assessments | | |
| <u>Geometry Goal #1:</u> 33% (182) of students taking the Geometry EOC scored at Level 3 | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |

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

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|---|---|---|--|--|---|--|--|
| | 28.6% (158) of students taking the Geometry EOC scored at Level 3 | 33% (182) of students taking the Geometry EOC scored at Level 3 | | | | | |
| | | 1.2. Attendance – excessive absences and tardies | 1.2. Weekly review of Attendance Data for early intervention Attendance Child Study Team Meetings with parents Attendance Contracts Tardy Sweeps | 1.2. Principal, APs, Admin. Deans, Social Worker | 1.2. Ongoing monitoring of student attendance and tardy rates through LNHS Data Review data collection. | 1.2. SMS Attendance Reports LNHS Data Review Attendance Contracts | |
| | | 1.3. Parental (Family) Involvement | 1.3. Teacher Contact Logs Parent information nights PTSA/SAC /PLC participation Additions Volunteers | 1.3. Principal, APs, Guidance Counselors, CT, Teachers | 1.3. Parent Surveys Parent Involvement Conferences | 1.3. Sign In Sheets from Parent Informational nights/SAC/ PLC Meetings/PTSA meetings Conference data | |
| 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. N/A | 2.1. N/A | 2.1. N/A | 2.1. N/A | 2.1. N/A | | |
| <u>Geometry Goal #2:</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| N/A | | | | | | | |
| | | N/A | | | | | |
| | | 2.2. N/A | 2.2. N/A | 2.2. N/A | 2.2. N/A | 2.2. N/A | |

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

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|--|--|----------|------|------|------|------|--|
| | | 2.3. N/A | 2.3. | 2.3. | 2.3. | 2.3. | |
|--|--|----------|------|------|------|------|--|

| Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | | |
|---|--------------------------------|---|---|---|---|---|--|
| 3A. In six years, school will reduce their achievement gap by 50%. | Baseline data 2011-2012 | Black: 44% Hisp: 51% White: 63% ELL: 39% SwD: 25% EcDis: 49% | Black: 49% Hisp: 55% White: 67% ELL: 44% SwD: 32% EcDis: 53% | Black: 54% Hisp: 60% White: 70% ELL: 50% SwD: 39% EcDis: 58% | Black: 59% Hisp: 64% White: 73% ELL: 55% SwD: 45% EcDis: 63% | Black: 70% Hisp: 73% White: 80% ELL: 67% SwD: 59% EcDis: 72% | |
| <u>Geometry Goal #3A:</u> Performance Target for 2017: Black: 70% Hisp: 73% White: 80% ELL: 67 % SwD: 59 % EcDis: 72 % | | | | | | | |
| 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 | | |

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

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|---|---|--|--|---|---|--|--|
| <p>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</p> | <p>3B1. Capacity of teachers to Progress monitor.</p> | <p>3B.1. Provide teachers with PD on how to monitor student data and easily accessible sources of the necessary student data. MTSS intervention form Provide teachers with PD on differentiation of instruction (Tabor Rotation) based on the student progress data.</p> | <p>3B1. Principal, APs, CRT, Academic Dean, District Support, Classroom teachers</p> | <p>3B.1. Use of collaborative curriculum clusters to help develop progress monitoring strategies to inform instruction and develop differentiated instruction based on student individual needs. Use of MTSS strategies to address issues with students who are not progressing.</p> | <p>3B.1. Lesson planning that indicates the strategies for differentiation. Sign in sheets from PD Reflection responses from teachers. Classroom Observation</p> | | |
| <p><u>Geometry Goal #3B:</u> By 2013, the student subgroups taking the Geometry EOC scored at Level 3 will show the following satisfactory progress: Black: 49% Hisp: 55% White: 67% ELL: 44% SwD: 32% EcDis: 53%</p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> | | | | | |

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

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|--|---|---|--|--|---|---|--|
| | Black: 45% Hisp: 38% White: 25% ELL: 57% SwD: 58% EcDis: 41% | Black: 49% Hisp: 55% White: 67% ELL: 44% SwD: 32% EcDis: 53% | | | | | |
| | | 3B.2. Parental (Family) Involvement | 3B.2. Teacher Contact Logs Parent information nights PTSA/SAC/PLC participation Provide translations of all parental communications Additions Volunteers | 3B.2. Principal, APs, Guidance Counselors, CCT, Teachers | 3B.2. Parent Surveys Parent Involvement Conferences | 3B.2. Sign In Sheets from Parent Informational nights/SAC Meetings/PTSA/PLC meetings Teacher Contact Logs Conference data | |
| | | 3B.3. Fidelity of Instruction | 3B.3. Ensure teachers are using Tabor Rotation for math instruction and differentiating instruction to make rigorous content accessible to all students. Use coaching to support teachers and assist in improving instructional methods. Model usage of Marzano's high effect strategies. Utilize instructional planning template to effectively track implementation of Tabor Rotation in math classrooms | 3B.3. Principal, APs, CRT, Academic Dean, Curriculum Leaders | 3B.3. Classroom observations Regular review of Instructional Planning template completion | 3B.3. Classroom Observation data Instructional Planning template data Benchmark and common assessment data | |

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
|--|--|---|--|---|---|--|--|
| 3C. English Language Learners (ELL) not making satisfactory progress in Geometry. | 3C.1. Parental (Family) Involvement | 3C.1. Teacher Contact Logs Parent information nights PTSA/SAC participation Additions Volunteers Provide translations of all parental communications. | 3C.1. Principal, APs, CCT, Guidance Counselors, Classroom Teachers | 3C.1. Parent Surveys Parent Involvement Conferences | 3C.1. Sign In Sheets from Parent Informational nights/SAC Meetings/PTSA meetings Teacher Contact Logs Conference data | | |
| <u>Geometry Goal #3C:</u> Not available % () of ELL students taking the Geometry EOC scored at Level 33 | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |

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

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|--|---|--|---|---|---|--|--|
| | Not available % () of ELL students taking the Geometry EOC scored at Level 3 | % () of ELL students taking the Geometry EOC scored at Level 3 | | | | | |
| | | 3C.2. Capacity of teachers to Progress monitor. | 3C.2. Provide teachers with PD on how to monitor student data and easily accessible sources of the necessary student data. | 3C.2. Principal, APs, CRT, Academic Dean, | 3C.2. Use of collaborative curriculum clusters to help develop progress monitoring strategies to inform instruction and develop differentiated instruction based on student individual needs. Use of MTSS strategies to address issues with students who are not progressing | 3C.2. Lesson planning that indicates the strategies for differentiation. Sign in sheets from PD Reflection responses from teachers. Classroom Observation | |
| | | 3C.3. Students require differentiation to ensure acquisition of benchmarks and skills. | 3C.3. Provide teachers with PD on differentiation for Tier 2 and Tier 3 students. Provide classroom support for SWD students through facilitation model and learning strategies. | 3C.3. Principal, APs, Staffing Specialist, ESE teachers, Regular classroom teachers | 3C.3. Monitoring of SWD student academic progress. Effective communication of SWD student accommodations as defined on IEP. Lesson Planning that includes differentiation strategies for Tier 2 and 3 students. | 3C.3. Progress Reports Report Cards Classroom assessments Benchmark Assessments IEP meeting notes | |
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |

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

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|---|---|--|---|---|--|--|--|
| <p>3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.</p> | <p>3D.1. Parental (Family) Involvement</p> | <p>3D.1. Teacher Contact Logs Parent information nights PTSA/SAC participation Additions Volunteers Provide translations of all parental communications.</p> | <p>3D.1. Principal, APs, Guidance Counselors, Teachers, Staffing Specialist</p> | <p>3D1. Parent Surveys Parent Involvement Conferences</p> | <p>3D.1. Sign In Sheets from Parent Informational nights/SAC Meetings/PTSA meetings Teacher Contact Logs Conference data</p> | | |
| <p><u>Geometry Goal #3D:</u> By 2013, 27% (3) of SWD students taking the Geometry EOC scored at Level 3</p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> | | | | | |
| | <p>.09% (1) of SWD students taking the Geometry EOC scored at Level 3</p> | <p>27% (3) of SWD students taking the Geometry EOC scored at Level 3</p> | | | | | |

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

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|--|--|---|---|---|--|---|--|
| | | <p>3D.2. Capacity of teachers to Progress monitor.</p> | <p>3D.2. Provide teachers with PD on how to monitor student data and easily accessible sources of the necessary student data.</p> <p>Provide teachers with PD on differentiation of instruction based on the student progress data.</p> | <p>3D.2. Principal, APs, CRT, Academic Dean, District Support, Classroom teachers</p> | <p>3D.2. Use of collaborative curriculum clusters to help develop progress monitoring strategies to inform instruction and develop differentiated instruction based on student individual needs.</p> <p>Use of MTSS strategies to address issues with students who are not progressing</p> | <p>3D.2. Lesson planning that indicates the strategies for differentiation.</p> <p>Sign in sheets from PD</p> <p>Reflection responses from teachers.</p> <p>Classroom Observation</p> | |
| | | <p>3D.3. Students require differentiation to ensure acquisition of benchmarks and skills.</p> | <p>3D.3. Provide teachers with PD on differentiation for Tier 2 and Tier 3 students.</p> <p>Provide classroom support for SWD students through facilitation model and learning strategies.</p> | <p>3D.3. Principal, APs, Staffing Specialist, ESE teachers, Regular classroom teachers.</p> | <p>3D.3. Monitoring of SWD student academic progress.</p> <p>Effective communication of SWD student accommodations as defined on IEP.</p> <p>Lesson Planning that includes differentiation strategies for Tier 2 and 3 students.</p> | <p>3D.3 Progress Reports</p> <p>Report Cards</p> <p>Classroom assessments</p> <p>Benchmark Assessments</p> <p>IEP meeting notes</p> | |

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

August 2012
Rule 6A-1.099811
Revised April 29, 2011

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
|--|--|--|--|---|--|--|--|
| 3E. Economically Disadvantaged students not making satisfactory progress in Geometry. | 3E.1. Capacity of teachers to Progress monitor. | 3E.1. Provide teachers with PD on how to monitor student data and easily accessible sources of the necessary student data. Provide teachers with PD on differentiation of instruction based on the student progress data. | 3E.1. Principal, APs, CRT, Academic Dean, District Support, Classroom teachers | 3E.1. Use of collaborative curriculum clusters to help develop progress monitoring strategies to inform instruction and develop differentiated instruction based on student individual needs. Use of RtI strategies to address issues with students who are not progressing. | 3E.1. Lesson planning that indicates the strategies for differentiation. Sign in sheets from PD Reflection responses from teachers. Classroom Observation | | |
| <u>Geometry Goal #3E:</u> By 2013, 28% (79) of FRL students taking the Geometry EOC scored at Level 3 | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | 23.6% (67) of FRL students taking the Geometry EOC scored at Level 3 | 28% (79) of FRL students taking the Geometry EOC scored at Level 3 | | | | | |

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

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|--|--|---|---|---|--|---|--|
| | | 3E.2. Parental (Family) Involvement | 3E.2. Teacher Contact Logs Parent information nights PTSA/SAC participation Additions Volunteers | 3E.2. Principal, APs, Guidance Counselors, Teachers | 3E.2. Parent Surveys Parent Involvement Conferences | 3E.2. Sign In Sheets from Parent Informational nights/SAC Meetings/PTSA meetings Teacher Contact Logs Conference data | |
| | | 3E.3. Lack of access to resources critical to school success. | 3E.3. Use of community resources to provide students with the necessary tools for school. Access to resources outside of the regular instruction time (extended media center hours, computer access during lunch and after school) | 3E.3. Principal, APs, Administrative Deans, Social Worker, Media Specialist, Classroom teachers | 3E.3. Quarterly monitoring of student progress Request assistance through social worker for students. | 3E.3. Media Center Logs Report Cards Social worker referrals | |

End of Geometry EOC Goals

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 |

August 2012
Rule 6A-1.099811
Revised April 29, 2011

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

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|---|------------------------|--|--|---------------------------|---|---------------------------|
| Algebra I EOC and Geometry EOC Specifications | Math | AP for Math Curriculum Leader for Math | PLC – Algebra I and Geometry Curriculum Clusters | November on Early Release | Classroom Observation Teacher Lesson Plans Teacher-Made Assessments | Supervising Administrator |
| Data Review/Progress Monitoring | 9-12 All subject areas | CRT/Academic Dean | PLC – Curriculum Clusters | Quarterly | Classroom Observation Teacher Plans | Supervising Administrator |

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

Mathematics Budget (Insert rows as needed)

| | | | |
|--|--|--------------------------------|-----------------------------------|
| Include only school-based funded activities/materials and exclude district funded activities /materials. | | | |
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Tabor Small Group Rotation | Highly effective teachers as Tabor trainers | Lake Nona HS Math teachers | |
| | | | |
| Subtotal: 0.00 | | | |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Quia | Electronic Testing Program for pretesting and post-testing | General Budget | (\$2,500.00 listed under Reading) |
| | | | |
| Subtotal: | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Algebra I EOC and Geometry EOC Specifications | Math Curriculum Leader | Lake Nona HS CCT/Academic Dean | |
| | | | |
| Subtotal: | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| Subtotal: | | | |
| Total: 0.00 | | | |

End of Mathematics Goals

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

Elementary and Middle School Science Goals

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

| Elementary and Middle Science Goals | Problem-Solving Process to Increase Student Achievement | | | | | | |
|---|---|--|---|---|-----------------|-----------|-----------|
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
| 1A. FCAT 2.0: Students scoring at Achievement Level 3 in science. | 1A.1. N/A | 1A.1. N/A | 1A.1. N/A | 1A.1. N/A | 1A.1. N/A | | |
| <u>Science Goal #1A:</u> N/A | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | <i>Enter numerical data for current level of performance in this box. N/A</i> | <i>Enter numerical data for expected level of performance in this box. N/A</i> | | | | | |
| | | 1A.2. N/A | 1A.2. N/A | 1A.2. N/A | 1A.2. N/A | 1A.2. N/A | 1A.2. N/A |
| | | 1A.3. N/A | 1A.3. | 1A.3. | 1A.3. | 1A.3. | 1A.3. |

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

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|---|---|--|---|---|-----------------|-----------|--|
| 1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. | 1B.1. N/A | 1B.1. N/A | 1B.1. N/A | 1B.1. N/A | 1B.1. N/A | | |
| Science Goal #1B: | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| N/A | | | | | | | |
| | <i>Enter numerical data for current level of performance in this box. N/A</i> | <i>Enter numerical data for expected level of performance in this box. N/A</i> | | | | | |
| | | 1B.2. N/A | 1B.2. N/A | 1B.2. N/A | 1B.2. N/A | 1B.2. N/A | |
| | | 1B.3. N/A | 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 and 5 in science. | 2A.1. N/A | 2A.1. N/A | 2A.1. N/A | 2A.1. N/A | 2A.1. N/A | | |
| Science Goal #2A: | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| N/A | | | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |

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

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|---|---|--|-----------|-----------|-----------|-----------|--|
| | | 2A.2. N/A | 2A.2. N/A | 2A.2. N/A | 2A.2. N/A | 2A.2. N/A | |
| | | 2A.3. N/A | 2A.3. | 2A.3. | 2A.3. | 2A.3. | |
| 2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science. | 2B.1. N/A | 2B.1. N/A | 2B.1. N/A | 2B.1. N/A | 2B.1. N/A | | |
| <u>Science Goal #2B:</u> N/A | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | <i>Enter numerical data for current level of performance in this box.</i> | <i>Enter numerical data for expected level of performance in this box.</i> | | | | | |
| | | 2B.2. N/A | 2B.2. N/A | 2B.2. N/A | 2B.2. N/A | 2B.2. N/A | |
| | | 2B.3. N/A | 2B.3. | 2B.3. | 2B.3. | 2B.3. | |

End of Elementary and Middle School Science Goals

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

Florida Alternate Assessment High School Science Goals

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

| High School Science Goals | Problem-Solving Process to Increase Student Achievement | | | | | | |
|---|--|--|--|---|---|--|--|
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
| 1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. | 1.1. Parental (family) involvement | 1.1. Teacher Contact Logs Parent information nights PTSA/ SAC/PLC participation | 1.1. Principal, Aps, Guidance Counselors, Staffing Specialist, Classroom teacher | 1.1. Parent Surveys Parent Involvement Conferences | 1.1. Sign In Sheets from Parent informational nights SAC/PTSA/PLC meetings Teacher Contact Logs | | |
| <u>Science Goal #1:</u> By June 2013, 100% (3) will score at levels 4,5, and 6 in science | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | 100% (1) of students | 100% (3) will score | | | | | |

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

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|--|--|---|---|--|--|---|--|
| | | 1.2 Capacity of teachers to Progress monitor. | 1.2 Provide teachers with PD on how to monitor student data and easily accessible sources of the necessary student data. Provide teachers with PD on differentiation of instruction based on the student progress data. | 1.2 Principal, APs, CRT, Academic Dean, District Support, Classroom teachers | 1.2 Use of collaborative curriculum clusters to help develop progress monitoring strategies to inform instruction and develop differentiated instruction based on student individual needs. Use of RtI strategies to address issues with students who are not progressing. | 1.2 Lesson planning that indicates the strategies for differentiation. Sign in sheets from PD Reflection responses from teachers. Classroom Observation | |
| | | 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. Florida Alternate Assessment: Students scoring at or above Level 7 in science. | 2.1 Capacity of teachers to Progress monitor. | 2.1 Provide teachers with PD on how to monitor student data and easily accessible sources of the necessary student data. Provide teachers with PD on differentiation of instruction based on the student progress data. | 2.1 Principal, APs, CRT, Academic Dean, District Support, Classroom teachers | 2.1 Use of collaborative curriculum clusters to help develop progress monitoring strategies to inform instruction and develop differentiated instruction based on student individual needs. Use of RtI strategies to address issues with students who are not progressing. | 2.1 Lesson planning that indicates the strategies for differentiation. Sign in sheets from PD Reflection responses from teachers. Classroom Observation | | |

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

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|--|---|--|---|--|--|--|--|
| Science Goal #2: By June 2013, 33% (1) students taking FAA in science will score at or above Level 7 in science | <u>2012 Current Level of Performance:</u> * | <u>2013 Expected Level of Performance:</u> * | | | | | |
| | 0% (0) | 33% (1) | | | | | |
| | | 2.2. Parent (Family) Involvement | 2.2. Teacher Contact Logs PTSA/SAC/PLC participation ADDitions volunteers | 2.2. Principal, Aps, Guidance Counselors, Staffing Specialist, Classroom Teacher | 2.2. Parent Surveys Parent Involvement Conferences | 2.2. SAC/PLC/PTSA meetings Teacher Contact Logs | |
| | | 2.3. | 2.3. | 2.3. | 2.3. | 2.3. | |

End of Florida Alternate Assessment High School Science Goals

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

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

| Biology 1 EOC Goals | Problem-Solving Process to Increase Student Achievement | | | | | | |
|---|--|----------|---|---|-----------------|--|--|
| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |

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

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|---|--|--|---|---|---|--|--|
| <p>1. Students scoring at Achievement Level 3 in Biology 1.</p> | <p>1.1. Increasing complexity of test as grade level increases</p> | <p>1.1. Provide teachers with authentic information and examples regarding the difficulty of the math benchmarks and question complexity consistent with EOC Assessments. Provide data on previous year EOC Assessment</p> | <p>1.1. Principal, APs, CRT, Classroom Teachers</p> | <p>1.1. Classroom observations Teacher Lesson Plans Review Students Work Samples Review</p> | <p>1.1. Benchmark Assessment Classroom Assessments</p> | | |
| <p>Biology 1 Goal #1:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>By June 2013, 10% (55) of all students taking the Biology I EOC exam will score a level 3 or higher</p> </div> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> | | | | | |
| | <p>7% (38/550)</p> | <p>10% (55/550)</p> | | | | | |
| | | <p>1.2. Parental (family) involvement</p> | <p>1.2. Teacher Contact Logs Parent information nights PTSA/SAC/PLC participation</p> | <p>1.2. Principal, Aps, Guidance Counselors, Staffing Specialist, Classroom teacher</p> | <p>1.2. Parent Surveys Parent Involvement Conferences</p> | <p>1.2. Sign In Sheets from Parent informational nights SAC/PTSA/PLC meetings Teacher Contact Logs</p> | |

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

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|---|---|--|--|--|--|---|--|
| | | 1.3. Attendance – excessive absences and tardies | 1.3. Weekly review of Attendance Data for early intervention Attendance Child Study Team Meetings with parents Attendance Contracts Tardy Sweeps | 1.3. Principal, APs, Admin. Deans, Social Worker | 1.3. Ongoing monitoring of student attendance and tardy rates through LNHS Data Review data collection. | 1.3. SMS Attendance Reports LNHS Data Review Attendance Contracts | |
| 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 | | | | | | |
| 2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1. | 2.1 Capacity of teachers to Progress monitor. | 2.1. Provide teachers with PD on how to monitor student data and easily accessible sources of the necessary student data. Provide teachers with PD on differentiation of instruction based on the student progress data. | 2.1. Principal, APs, CRT, Academic Dean, District Support, Classroom teachers | 2.1. Use of collaborative curriculum clusters to help develop progress monitoring strategies to inform instruction and develop differentiated instruction based on student individual needs. | 2.1. Lesson planning that indicates the strategies for differentiation. Sign in sheets from PD Reflection responses from teachers. Classroom Observation | | |
| <u>Biology 1 Goal #2:</u> By June 2013, 9% (50) of all subgroups taking the Biology EOC exam will score a level 4 or higher | <u>2012 Current Level of Performance.*</u> | <u>2013 Expected Level of Performance.*</u> | | | | | |

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

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|--|-------------|---|---|---|---|---|--|
| | 6% (33/550) | 9% (50/550) | | | | | |
| | | 2.2. Parental (family) involvement | 2.2. Teacher Contact Logs Parent information nights PTSA/SAC/PLC participation | 2.2. Principal, Aps, Guidance Counselors, Staffing Specialist, Classroom teacher | 2.2. Parent Surveys Parent Involvement Conferences | 2.2. Sign In Sheets from Parent informational nights SAC/PTSA/PLC meetings Teacher Contact Logs | |
| | | 2.3. Increasing complexity of test as grade level increases | 2.3. Provide teachers with authentic information and examples regarding the difficulty of the math benchmarks and question complexity consistent with EOC Assessments. Provide data on previous year EOC Assessment | 2.3. Principal, APs, CRT, Classroom Teachers | 2.3. Classroom observations Teacher Lesson Plans Review Students Work Samples Review | 2.3. Benchmark Assessment Classroom Assessments | |

End of Biology I EOC Goals

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 |
| Data Review/Progress Monitoring | 9-12 All subject areas | CRT/Academic Dean | PLC – Curriculum Clusters | Quarterly | Classroom Observation Teacher Plans | Supervising Administrator |

August 2012
 Rule 6A-1.099811
 Revised April 29, 2011

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

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|----------------------------|---------|-----------------------------------|----------------------------------|---------------------------|---|---------------------------|
| Biology EOC Specifications | Science | AP for Science Leader for Science | PLC – Biology Curriculum Cluster | November on Early Release | Classroom Observation Teacher Lesson Plans Teacher-Made Assessments | Supervising Administrator |
| | | | | | | |

Science Budget (Insert rows as needed)

| | | | |
|---|--------------------------|----------------|----------------------------|
| Include only school-based funded activities/materials and exclude district funded activities/materials. | | | |
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| Subtotal: | | | |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Quia | Technology | | (stated on Reading budget) |
| | | | |
| Subtotal: | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Data Review/Progress Monitoring | CRT/Academic Dean | | |
| CRT Training on Bio EOC specifications | School resource teacher | | 0.00 |
| Subtotal: | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| Subtotal: | | | |
| Total:0.00 | | | |

End of Science Goals

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

Writing Goals

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

| 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. Capacity of teachers to Progress monitor. | 1A.1. Provide teachers with PD on how to monitor student data and easily accessible sources of the necessary student data. Provide teachers with PD on differentiation of instruction based on the student progress data. | 1A.1. Principal, APs, CRT, Academic Dean, District Support, Classroom teachers | 1A.1. Use of collaborative curriculum clusters to help develop progress monitoring strategies to inform instruction and develop differentiated instruction based on student individual needs. Use of MTSS strategies to address issues with students who are not progressing. | 1A.1. Lesson planning that indicates the strategies for differentiation. Sign in sheets from PD Reflection responses from teachers. Classroom Observation | | |

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

| | | | | | | | |
|---|---|--|---|---|---|--|--|
| <p><u>Writing Goal #1A:</u> By June 2013 92% (462) of students taking the FCAT Writes will score a level 4 or higher.</p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> | | | | | |
| | <p>89% (446) of all students scored at 3 or higher.</p> | <p>92% (462) of all students will score a level 4 or higher.</p> | | | | | |
| | | <p>1A.2. Lack of cross-curricular opportunities to practice academic and meaningful writing with feedback.</p> | <p>1A.2. PD for teachers regarding FCAT writes rubric and writing opportunities in varied curricular areas. Lesson planning that provides evidence of writing activities integrated into all curricular areas. School-wide practice opportunities with specific feedback for improvement.</p> | <p>1A.2. Principal, APs, CRT, Academic Dean, Classroom Teachers</p> | <p>1A.2. Analysis of school-wide practice data. Monitoring of lesson plans Collection of student samples Classroom Observation</p> | <p>1A.2. Practice Assessments Student work samples PD Sign in Sheets</p> | |
| | | <p>1A.3. Attendance – excessive absences and tardies</p> | <p>1B.3. Weekly review of Attendance Data for early intervention Attendance Child Study Team Meetings with parents Tardy Sweeps Attendance Contracts</p> | <p>1B.3. Principal, APs, Admin. Deans, Social Worker</p> | <p>1B.3. Ongoing monitoring of student attendance and tardy rates through LNHS Data Review data collection.</p> | <p>1B.3. SMS Attendance Reports LNHS Data Review Attendance Contracts</p> | |

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

| | | | | | | | |
|--|--|--|---|--|---|---|--|
| <p>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</p> | <p>1B.1. Capacity of teachers to Progress monitor.</p> | <p>1B.1. Provide teachers with PD on how to monitor data and use IMS</p> | <p>1B.1. Principal, Aps, CRT, Academic Dean, Classroom teacher</p> | <p>1B.1. Use of collaborative clusters to help develop progress monitoring strategies to inform instruction and develop differentiated instruction based on student individual needs</p> | <p>1B.1. Lesson planning that indicates the strategies for differentiation. Sign in sheets from PD Reflection responses from teachers</p> | | |
| <p><u>Writing Goal #1B:</u> By June 2013 100 % (3) of students taking the FCAT Writes will score a level 4 or higher.</p> | <p><u>2012 Current Level of Performance:*</u></p> | <p><u>2013 Expected Level of Performance:*</u></p> | | | | | |
| | <p>100%(2)</p> | <p>100% (3)</p> | | | | | |
| | | <p>1B.2. Parental (Family) involvement</p> | <p>1B.2. Teacher Contact Logs PTSA/SAC/PLC participation ADDitions volunteers</p> | <p>1B.2. Principal, APs, Guidance Counselors, Staffing Specialist, Classroom Teacher</p> | <p>1B.2. Parent Surveys Parent Involvement Conferences</p> | <p>1B.2. SAC/PLC/PTSA meetings Teacher Contact Logs</p> | |
| | | <p>1B.3.</p> | <p>1B.3.</p> | <p>1B.3.</p> | <p>1B.3.</p> | <p>1B.3.</p> | |

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

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 |
| Data Review/Progress Monitoring | 9-12 All subject areas | CRT/Academic Dean | PLC – Curriculum Clusters | Quarterly | Classroom Observation Teacher Plans | Supervising Administrator |
| Integrating Complex Text | 9-12 All subject areas | CRT/Academic Dean | School-wide | Monthly during planning periods | Classroom Observations Teacher Plans | Supervising Administrator |

Writing Budget (Insert rows as needed)

| | | | |
|---|--------------------------|-----------------------------|--------|
| Include only school-based funded activities/materials and exclude district funded activities/materials. | | | |
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| Subtotal: | | | |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| IMS (Instructional Management System) training | Database | Lake Nona IMS Champion/ CRT | |

August 2012
Rule 6A-1.099811
Revised April 29, 2011

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

| | | | |
|--------------------------|--------------------------|------------------------------|--------|
| | | | |
| Subtotal:0.00 | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Integrating Complex Text | Training | Lake Nona CRT/Academic Dean/ | |
| Subtotal: | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| Subtotal: | | | |
| Tota0.00 | | | |

End of Writing Goals

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

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

| Civics 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 Civics. | 1.1. N/A | 1.1. N/A | 1.1. N/A | 1.1. N/A | 1.1. N/A | | |

August 2012
Rule 6A-1.099811
Revised April 29, 2011

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

| | | | | | | | |
|---|--|---|---|---|-----------------|----------|--|
| <u>Civics Goal #1:</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| N/A | | | | | | | |
| | N/A | N/A | | | | | |
| | | 1.2. N/A | 1.2. N/A | 1.2. N/A | 1.2. N/A | 1.2. N/A | |
| | | 1.3. N/A | 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 Civics. | 2.1. N/A | 2.1. N/A | 2.1. N/A | 2.1. N/A N/A | 2.1. N/A | | |
| <u>Civics Goal #2:</u> | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| N/A | | | | | | | |
| | N/A | N/A | | | | | |
| | | 2.2. N/A | 2.2. N/A | 2.2. N/A | 2.2. N/A | 2.2. N/A | |
| | | 2.3. | 2.3. | 2.3. | 2.3. | 2.3. | |

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

Civics 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 |
| N/A | | | N/A | | N/A | |

Civics Budget (Insert rows as needed)

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

August 2012
 Rule 6A-1.099811
 Revised April 29, 2011

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

| | | | |
|--------------------------|--------------------------|----------------|--------|
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| N/A | | | N/A |
| Subtotal: | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| N/A | | | N/A |
| Subtotal: | | | |
| Total: | | | |

End of Civics Goals

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

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

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

| 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. N/A | 1.1. N/A | 1.1. N/A | 1.1. N/A | 1.1. N/A | | |
| <u>U.S. History Goal #1:</u> N/A until year 2013-2014 | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | N/A | N/A | | | | | |
| | | 1.2. N/A | 1.2. N/A | 1.2. N/A | 1.2. N/A | 1.2. N/A | |
| | | 1.3. N/A | 1.3. N/A | 1.3. N/A | 1.3. N/A | 1.3. N/A | |

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

| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
|---|--|---|---|---|-----------------|----------|--|
| 2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. | 2.1. N/A | 2.1. N/A | 2.1. N/A | 2.1. N/A | 2.1. N/A | | |
| <u>U.S. History Goal #2:</u> N/A until year 2013-2014 | <u>2012 Current Level of Performance:*</u> | <u>2013 Expected Level of Performance:*</u> | | | | | |
| | N/A | N/A | | | | | |
| | | 2.2. N/A | 2.2. N/A | 2.2. N/A | 2.2. N/A | 2.2. N/A | |
| | | 2.3. N/A | 2.3. N/A | 2.3. N/A | 2.3. N/A | 2.3. N/A | |

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

U.S. History 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 |
| N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | | | | | | |
| | | | | | | |

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

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

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

| | | | |
|--------------------------|--------------------------|----------------|--------|
| Subtotal: | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| N/A | N/A | N/A | N/A |
| | | | |
| Subtotal: | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| N/A | N/A | N/A | N/A |
| Subtotal: | | | |
| Total: N/A | | | |

End of U.S. History Goals

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

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 Parental (Family) involvement | 1.1 Teacher Contact Logs PTSA/ SAC/PLC participation ADDitions volunteers Educate parents on the value of students attending school. | 1.1 Principal, APs, Guidance Counselors, Deans, Classroom Teachers | 1.1 Parent Surveys Parent Involvement Conferences | 1.1 SAC/PLC/PTSA meetings Teacher Contact Logs | | |
| Attendance Goal #1: By June 2013, daily attendance will increase by 3% | <u>2012 Current Attendance Rate:*</u> | <u>2013 Expected Attendance Rate:*</u> | | | | | |
| | 93.9% | 96.7% | | | | | |

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

| | | | | | | | |
|--|---|--|--|--|--|---------------------------------------|--|
| | <u>2012 Current</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Absences</u> <u>(10 or more)</u> | <u>2013 Expected</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Absences</u> <u>(10 or more)</u> | | | | | |
| | 739 | 665 | | | | | |
| | <u>2012 Current</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Tardies (10 or</u> <u>more)</u> | <u>2013 Expected</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Tardies (10 or</u> <u>more)</u> | | | | | |
| | 232 | 207 | | | | | |
| | | 1.2. Student motivation to be at school and on time | 1.2. Reward students with perfect Attendance Include in MTSS meetings, students who have more than 5 unexcused absences Tardy Sweeps | 1.2. AP over Attendance Guidance Counselors, Social Worker, SAFE, Dean, MTSS | 1.2. MTSS data Child Study Teams forms | 1.2. MTSS meetings CST meetings | |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. | |

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. | | | | | | | |
| | | | | | | | |

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

| PD Content /Topic and/or PLC Focus | Grade Level/ Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|----------------------|----------------------------------|--|---|-----------------------------------|---|
| PD Session during Preplanning | 9-12 | Discipline Dean | All Staff | Preplanning and PD | Weekly Data Admin Meetings | Discipline Deans, AP over Attendance |
| | | | | | | |
| | | | | | | |

Attendance Budget (Insert rows as needed)

| | | | |
|--|--------------------------|----------------|--------|
| Include only school-based funded activities/materials and exclude district funded activities /materials. | | | |
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| Subtotal: | | | |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| Subtotal: | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| Subtotal: | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| Subtotal: | | | |
| Total:0.00 | | | |

End of Attendance Goals

August 2012
Rule 6A-1.099811
Revised April 29, 2011

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

Suspension Goal(s)

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

| Suspension Goal(s) | Problem-solving Process to Decrease Suspension | | | | | | |
|---|---|--|---|--|---|--|--|
| Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
| 1. Suspension | 1.1. Previously learned social behavior. | 1.1. Behavior contracts for students exhibiting patterns of inappropriate behaviors. Various group and/or individual sessions (anger management, conflict resolution, self-esteem). Discipline Committee to discuss interventions and support. | 1.1. Administrative Deans SAFE and outsourced mental health resources. | 1.1. Review of discipline data to determine effectiveness of contracts. MTSS team will analyze discipline data for changes in patterns. | 1.1. Discipline Reports Behavior Contracts | | |

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

| | | | | | | | |
|---|---|--|--|--|--|--|--|
| <p><u>Suspension Goal #1:</u> For the 2012-13 school year, Lake Nona High School will reduce total number of instances of ISS by at least 25%. The percentage of students who will serve days of ISS will remain below 10% of the total student body. For Instances of OSS, the number will be reduced by 35% with the total number of students serving days of OSS being reduced to 8% of the total student body</p> | <p><u>2012 Total Number of In-School Suspensions</u></p> | <p><u>2013 Expected Number of In-School Suspensions</u></p> | | | | | |
| | <p>185 total instances resulting in ISS.</p> | <p>150 total instances of ISS.</p> | | | | | |
| | <p><u>2012 Total Number of Students Suspended In-School</u></p> | <p><u>2013 Expected Number of Students Suspended In-School</u></p> | | | | | |
| | <p>10% (121) Students who served days in ISS.</p> | <p>8% (100) students to serve in ISS.</p> | | | | | |
| | <p><u>2012 Total Number of Out-of-School Suspensions</u></p> | <p><u>2013 Expected Number of Out-of-School Suspensions</u></p> | | | | | |
| | <p>10% (122) total instances resulting in OSS.</p> | <p>8% (98) total instances to result in OSS.</p> | | | | | |

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

| | <u>2012 Total Number of Students Suspended Out-of-School</u> | <u>2013 Expected Number of Students Suspended Out-of-School</u> | | | | | |
|--|--|---|--|--|---|---|--|
| | 10% (127) students who served days of OSS. | 8% (102) students to served days of OSS. | | | | | |
| | | 1.2. Lack of positive connection to school personnel/ lack of positive relationship with teachers or other school personnel. | 1.2. PD for teachers and staff regarding building positive relationships with students. Instruction that includes activities that allows teachers to learn about their students and encourage students to connect with the subject matter in a personal, individual way. | 1.2. Principal, APs, CRT, Academic Dean, Administrative Deans, SAFE Coordinator, Classroom Teachers | 1.2. Lesson planning that indicates the use of activities that allow teachers to learn about their students and encourage students to connect with the subject matter in a personal, individual way. | 1.2. Lesson Plan review PD Sign in sheets | |
| | | 1.3. Parental (Family) Involvement | 1.3. Teacher Contact Logs Parent information nights PTSA/SAC participation Additions Volunteers | 1.3. Principal, APs, Guidance Counselors, Teachers | 1.3. Parent Surveys Parent Involvement Conferences | 1.3. Sign In Sheets from Parent Informational nights/SAC Meetings/PTSA meetings Conference data | |

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

Suspension Professional Development

| Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a professional development or PLC activity.</small> | | | | | | |
|--|----------------------|----------------------------------|--|---|-----------------------------------|---|
| 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 |
| Behavior Intervention strategies | 9-12 | Deans | School-wide | October/November | Monthly | APs, Deans |
| | | | | | | |
| | | | | | | |

Suspension Budget (Insert rows as needed)

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

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

| | | | |
|--------------------------|--|----------------|--------|
| Subtotal: | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| Subtotal: | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Discipline Committee | Teachers from different department will collaborate with deans | | 0.00 |
| Subtotal: | | | |
| Total:0.00 | | | |

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 | | |

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

| | | | | | | | |
|-------------------------------------|--|---|---------------------------------|---|---|--|--|
| <p>1. Dropout Prevention</p> | <p>1.1. Students are academically off track and lose interest in school.</p> | <p>1.1. Guidance counselors and teachers collaborate to identify students off track to communicate with parents through parent/teacher conferences.</p> <p>Freshman students falling behind will begin credit recovery in the second semester.</p> <p>Sophomores who are off track will be provided with a class in their daily schedule that will provide them with support and study skills instruction, as well as facilitate credit recovery.</p> <p>Fourth year students who are not on target to graduate will receive additional support and alternative placement that will allow them to work at an individual pace to gain the needed credits or GPA to</p> | <p>1.1. Rtl Leadership Team</p> | <p>1.1. Regular review of transcripts to identify students who are not on track for graduation.</p> <p>Review of student achievement data each 9 weeks to identify students who are falling behind.</p> <p>Analysis of grading data for teachers to assist if teachers are having excessive failures.</p> | <p>1.1. Transcripts Report Cards Grade Distribution Reports from SMS.</p> | | |
|-------------------------------------|--|---|---------------------------------|---|---|--|--|

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

| | | | | | | | |
|--|---|--|---|---|---|---|--|
| | | graduate on time. | | | | | |
| <p><u>Dropout Prevention Goal #1:</u></p> <p>For the 2012-13 school year, Lake Nona High School will reduce the dropout rate by 1% and increase the graduation rate to 98%</p> <p><i>Enter narrative for the goal in this box.</i></p> <p><i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i></p> | <p><u>2012 Current Dropout Rate:*</u></p> | <p><u>2013 Expected Dropout Rate:*</u></p> | | | | | |
| | 0.94% () | 0% students drop out during school year. | | | | | |
| | <p><u>2012 Current Graduation Rate:*</u></p> | <p><u>2013 Expected Graduation Rate:*</u></p> | | | | | |
| | <p><i>Enter numerical data for graduation rate in this box.</i></p> | <p><i>Enter numerical data for expected graduation rate in this box.</i></p> | | | | | |
| | | <p>1.3. Parental (Family) Involvement</p> | <p>1.3. Teacher Contact Logs</p> <p>Parent information nights</p> <p>PTSA/SAC/PLC participation</p> <p>Additions Volunteers</p> | <p>1.3. Principal, APs, Guidance Counselors, Teachers</p> | <p>1.3. Parent Surveys</p> <p>Parent Involvement</p> <p>Conferences</p> | <p>1.3. Sign In Sheets from Parent Informational nights/SAC Meetings/PTSA meetings</p> <p>Conference data</p> | |

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

| | | | | | | | |
|--|--|------|------|------|------|------|--|
| | | I.3. | I.3. | I.3. | I.3. | I.3. | |
|--|--|------|------|------|------|------|--|

Dropout Prevention Professional Development

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

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

Dropout Prevention Budget (Insert rows as needed)

| | | | |
|--|---|----------------|--------|
| Include only school-based funded activities/materials and exclude district funded activities /materials. | | | |
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| Subtotal: | | | |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| Subtotal: | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| Subtotal: | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Intervention Referral Form | Teachers will be able to progress monitor their interventions and request other interventions as needed | | |
| Subtotal: | | | |
| Total: 0.00 | | | |

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 | 1.1 Parent work schedules do not permit attendance at school events. | 1.1. Schedule a number of events with a variety of days and times throughout the day to increase parental engagement. | 1.1. Principal and AP's | 1.1. Record parental participation for analysis. Use Parent surveys to gather feedback or input regarding the parental involvement opportunities. | 1.1. Parent Sign-in documents. Parent survey results. | | |
| <u>Parent Involvement Goal #1:</u> During the 2012-2013 school year, Lake Nona High School will continue to engage parents and encourage parental involvement through a variety of opportunities. This effort is made to give parents and guardians an opportunity to be active participants in their student's educational experience. | <u>2012 Current Level of Parent Involvement:*</u> | <u>2013 Expected Level of Parent Involvement:*</u> | | | | | |

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

| | | | | | | | |
|--|---|---|--|--|---|--|--|
| | 70% of parents/guardians participate in at least one school activity. | 75% of parents or guardians will participate in at least one school activity. | | | | | |
| | | 1.2. Lack of positive parent, student, school relationships. | 1.2. Increase relational capacity among parents, students, and school through positive school communication and varied events and activities. | 1.2. Administrative Team | 1.2. Monitor success of events and parental participation. Use electronic surveys to gather feedback regarding events/activities. | 1.2. Parent attendance data. Survey results. | |
| | | 1.3. Insufficient communication of opportunities for parental involvement. | 1.3. Provide communication in multiple languages representing the languages of our students, parents and guardians. Utilize several methods of communication- i.e. email, Connect Orange, website, newsletters, etc. Involve parents in student recognition activities | 1.3. Principal, AP's, Academic Dean, SAFE coordinator, CT, Classroom teachers. . | 1.3. Provide parent survey opportunities to gain feedback. Use input from PTSA, SAC, and other parent groups to assess communication needs. Analyze parent participation in events. | 1.3. Surveys Meeting Minutes Parent Sign-in documents. | |

Parent Involvement Professional Development

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| <p>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.</p> | | | | | | | |
|--|--|--|--|--|--|--|--|

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

| PD Content /Topic and/or PLC Focus | Grade Level/ Subject | PD Facilitator and/or PLC Leader | PD Participants (e.g. , PLC, subject, grade level, or school-wide) | Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings) | Strategy for Follow-up/Monitoring | Person or Position Responsible for Monitoring |
|------------------------------------|----------------------|----------------------------------|--|---|--|---|
| PIE/Additions Training | 9-12 | PIE/Additions Coordinator | All Staff | September 2012 | Record of PIE and Additions participation. | PIE/Additions Coordinator |
| | | | | | | |

Parent Involvement Budget

| | | | |
|--|-------------------------------------|----------------|--------|
| Include only school-based funded activities/materials and exclude district funded activities /materials. | | | |
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| Subtotal: | | | |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| Subtotal: | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| Subtotal: | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| Student Recognition activities | Pawsitive Pride Recognition Program | Budget | 1,000 |
| Subtotal:1,000 | | | |
| Total: 1,000 | | | |

August 2012
 Rule 6A-1.099811
 Revised April 29, 2011

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

End of Parent Involvement Goal(s)

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

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

| 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 |
| <p><u>STEM Goal #1:</u></p> <p>Increase students enrolling in the Health Career Academy. We have 74 students currently taking Health Science 1.</p> <p><i>Enter narrative for the goal in this box.</i></p> | <p>1.1.</p> <p>Students not aware of the application process.</p> | <p>1.1.</p> <p>Promote on the school website Inform parents in SAC/PTSA/PLC meetings</p> | <p>1.1.</p> <p>Principal, APs, Counselors</p> | <p>1.1.</p> <p>Student surveys Informational talks with counselors Recruit at Lake Nona Middle School</p> | <p>1.1.</p> <p>Surveys Counselors' notes</p> |
| | <p>1.2.</p> | <p>1.2.</p> | <p>1.2.</p> | <p>1.2.</p> | <p>1.2.</p> |
| | <p>1.3.</p> | <p>1.3.</p> | <p>1.3.</p> | <p>1.3.</p> | <p>1.3.</p> |

STEM Professional Development

| | | | | | | |
|--|--|--|--|--|--|--|
| <p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</p> | | | | | | |
|--|--|--|--|--|--|--|

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

| 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 |
| | | | | | | |
| | | | | | | |
| | | | | | | |

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

STEM Budget (Insert rows as needed)

| | | | |
|--|--------------------------|----------------|--------|
| Include only school-based funded activities/materials and exclude district funded activities /materials. | | | |
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| Subtotal: | | | |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| Subtotal: | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| Subtotal: | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| Subtotal: | | | |
| Total:0.00 | | | |

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 enrollment in Digital Design classes <i>Enter narrative for the goal in this box.</i> | 1.1. Students not knowledgeable of the class | 1.1. Promote on the school website Inform parents in SAC/PTSA/PLC meetings Curriculum Guide Curriculum Fairs Work collaboratively with Lake Nona Middle | 1.1. Principal, APs, Counselors, Academic Dean | 1.1. Student surveys Informational talks with counselors Recruit at Lake Nona Middle School | 1.1. Surveys Counselors' notes |
| | 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 | | | | | | |
|---|--|--|--|--|--|--|

August 2012
 Rule 6A-1.099811
 Revised April 29, 2011

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

| 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 |
| | | | | | | |
| | | | | | | |
| | | | | | | |

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

CTE Budget (Insert rows as needed)

| | | | |
|--|--------------------------|----------------|--------|
| Include only school-based funded activities/materials and exclude district funded activities /materials. | | | |
| Evidence-based Program(s)/Materials(s) | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| Subtotal: | | | |
| Technology | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| Subtotal: | | | |
| Professional Development | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| Subtotal: | | | |
| Other | | | |
| Strategy | Description of Resources | Funding Source | Amount |
| | | | |
| | | | |
| Subtotal: | | | |
| Total:0.00 | | | |

End of CTE Goal(s)

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

Additional Goal(s)

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

| Additional Goal(s) | Problem-Solving Process to Increase Student Achievement | | | | | | |
|---|--|---|---|---|-----------------|------------|--|
| Based on the analysis of school data, identify and define areas in need of improvement: | Anticipated Barrier | Strategy | Person or Position Responsible for Monitoring | Process Used to Determine Effectiveness of Strategy | Evaluation Tool | | |
| 1. Additional Goal | 1.1. N/A | 1.1. N/A | 1.1. N/A | 1.1. N/A | 1.1. N/A | | |
| Additional Goal #1: <i>Enter narrative for the goal in this box.</i> N/A | <u>2012 Current Level :*</u> N/A | <u>2013 Expected Level :*</u> N/A | | | | | |
| | <i>Enter numerical data for current goal in this box.</i> N/A | <i>Enter numerical data for expected goal in this box.</i> N/A | | | | | |
| | | 1.2. N/A | 1.2. N/A | 1.2. N/A | 1.2. N/A | 1.2 N/A | |
| | | 1.3. | 1.3. | 1.3. | 1.3. | 1.3. | |

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

Additional Goals Professional Development

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

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

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

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

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

| | |
|--|---------------------|
| Please provide the total budget from each section. | |
| Reading Budget | Total:62,500 |
| CELLA Budget | Total: |
| Mathematics Budget | Total: |
| Science Budget | Total: |
| Writing Budget | Total: |
| Civics Budget | Total: |
| U.S. History Budget | Total: |
| Attendance Budget | Total: |
| Suspension Budget | Total: |
| Dropout Prevention Budget | Total: |
| Parent Involvement Budget | Total:1,000 |
| STEM Budget | Total: |
| CTE Budget | Total: |
| Additional Goals | Total: |
| | |

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

Grand Total: 63,500

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

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

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 |
| | | |

Are you reward school? Yes No

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

| |
|---|
| If No, describe the measures being taken to comply with SAC requirements. |
| |
| Describe the activities of the SAC for the upcoming school year. |
| Review and progress monitor the interventions, discuss A+ money, and revise when necessary the SIP> |

| | |
|--|--------|
| Describe the projected use of SAC funds. | Amount |
|--|--------|

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

| | |
|--------------------------------------|------|
| Support teachers, students and staff | 0.00 |
| | |
| | |