

# FLORIDA DEPARTMENT OF EDUCATION



## School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

## 2012-2013 SCHOOL IMPROVEMENT PLAN

### PART I: CURRENT SCHOOL STATUS

#### School Information

School Name: Olympia High School - 1632	District Name: Orange
Principal: Guy R. Swenson	Superintendent: Dr. Barbara Jenkins
SAC Chair: Doug Gilmour	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.

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Guy Swenson	Bachelors, Mathematics, Indiana University Masters, Educational Leadership, Stetson University	6	6	<p>Contributing team member in achieving 4 school grades of A at Olympia High School.</p> <p>Olympia High School</p> <ul style="list-style-type: none"> <li>• 2011-2012 School Year – Pending Grade Projected A               <ul style="list-style-type: none"> <li>○ Third in OCPS in the Algebra EOC Scores -53%</li> <li>○ First in OCPS in the Geometry EOC</li> <li>○ Over 90% Graduation rate</li> <li>○ 89% Meeting the Writing Standard for FCAT (New Standard)</li> <li>○ 59% 3.0 or better in FCAT Reading</li> </ul> </li> <li>• 2010 -2011 School Year – Grade A               <ul style="list-style-type: none"> <li>○ 91% Meeting the Writing Standard for FCAT</li> <li>○ 95% Graduation Rate</li> <li>○ 57% 3.0 or better in FCAT Reading</li> </ul> </li> <li>• 2009 -2010 School Year – Grade A               <ul style="list-style-type: none"> <li>○ 93% Meeting the Writing Standard for FCAT</li> <li>○ 57% 3.0 or better in FCAT Reading</li> </ul> </li> <li>• 2008 -2009 School Year – Grade A               <ul style="list-style-type: none"> <li>○ The bottom 25% did reach AYP and Olympia earned a B</li> <li>○ Olympia High School had the most quality points toward the school grade in OCPS</li> <li>○ 60% 3.0 or better in FCAT Reading</li> <li>○ First in the District in FCAT Science</li> </ul> </li> </ul> <p>Responsible for all school operations. Formally Assistant Principal of Instruction at Olympia High supervised Guidance, Mathematics, Science, Performing Arts, and Technology. Mathematics Coach at Jones High School Mathematics performance on the FCAT improved greatly which led the school from an F to a D in 2007.</p>
Assistant Principal	Ava Green	Doctorate Organizational Leadership - Nova Southeastern University Masters Educational Leadership -Nova Southeastern University Bachelors - Speech Communication - University of South Florida	6.5	9	<p>Contributing team member in achieving 4 school grades of A at Olympia High School.</p> <p>Olympia High School</p> <ul style="list-style-type: none"> <li>• 2011-2012 School Year – Pending Grade Projected A               <ul style="list-style-type: none"> <li>○ Third in OCPS in the Algebra EOC Scores -53%</li> <li>○ First in OCPS in the Geometry EOC</li> <li>○ Over 90% Graduation rate</li> <li>○ 89% Meeting the Writing Standard for FCAT (New Standard)</li> <li>○ 59% 3.0 or better in FCAT Reading</li> </ul> </li> <li>• 2010 -2011 School Year – Grade A               <ul style="list-style-type: none"> <li>○ 91% Meeting the Writing Standard for FCAT</li> <li>○ 95% Graduation Rate</li> <li>○ 57% 3.0 or better in FCAT Reading</li> </ul> </li> <li>• 2009 -2010 School Year – Grade A               <ul style="list-style-type: none"> <li>○ 93% Meeting the Writing Standard for FCAT</li> <li>○ 57% 3.0 or better in FCAT Reading</li> </ul> </li> <li>• 2008 -2009 School Year – Grade A               <ul style="list-style-type: none"> <li>○ The bottom 25% did reach AYP and Olympia earned a B</li> <li>○ Olympia High School had the most quality points toward the</li> </ul> </li> </ul>

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					<p>school grade in OCPS</p> <ul style="list-style-type: none"> <li>○ 60% 3.0 or better in FCAT Reading</li> <li>○ First in the District in FCAT Science</li> </ul> <p>Oversee Science, Visual Arts and ESOL departments. During the 2009-2010, Olympia received an A grade. In the 2009- 2010 school year Olympia received the highest science test scores in the district.</p>
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Assistant Principal	Glenda Hammons	Bachelor of Science, Sports Medicine Valdosta State University Master of Education, Educational Administration, University of Nebraska	0	0	<p>Contributing team member in achieving 2 school grades of A at Freedom High School.</p> <ul style="list-style-type: none"> <li>• 2011-2012 School Year – Pending Grade Projected A               <ul style="list-style-type: none"> <li>○ Algebra EOC Scores -49%</li> <li>○ 87% Meeting the Writing Standard for FCAT (New Standard)</li> <li>○ 42% 3.0 or better in FCAT Reading</li> </ul> </li> <li>• 2010 -2011 School Year – Grade B               <ul style="list-style-type: none"> <li>○ FCAT Reading 50% Level 3 or higher</li> <li>○ 90% Graduation rate</li> <li>○ 90% Meeting the Writing Standard for FCAT</li> <li>○ 57% 3.0 or better in FCAT Reading</li> </ul> </li> <li>• 2009 -2010 School Year – Grade A               <ul style="list-style-type: none"> <li>○ FCAT Reading 50% Level 3 or higher</li> <li>○ 87% Meeting the Writing Standard for FCAT</li> </ul> </li> <li>• 2008 -2009 School Year – Grade B               <ul style="list-style-type: none"> <li>○ FCAT Reading 51% Level 3 or higher</li> <li>○ 92% Meeting the Writing Standard for FCAT</li> </ul> </li> </ul> <p>Subjects areas overseen still being adjusted Formerly CRT and Testing Coordinator at Freedom High School.</p>
Assistant Principal	Sasha Russ	Bachelors, Communications, University of South Florida Masters, Educational Leadership, Stetson University	5	5	<p>Contributing team member in achieving 3 school grades of A at Olympia High School. Olympia High School</p> <ul style="list-style-type: none"> <li>• 2011-2012 School Year – Pending Grade Projected A               <ul style="list-style-type: none"> <li>○ Third in OCPS in the Algebra EOC Scores -53%</li> <li>○ First in OCPS in the Geometry EOC</li> <li>○ Over 90% Graduation rate</li> <li>○ 89% Meeting the Writing Standard for FCAT (New Standard)</li> <li>○ 59% 3.0 or better in FCAT Reading</li> </ul> </li> <li>• 2010 -2011 School Year – Grade A               <ul style="list-style-type: none"> <li>○ 93% Meeting the Writing Standard for FCAT</li> <li>○ 95% Graduation Rate</li> <li>○ 57% 3.0 or better in FCAT Reading</li> </ul> </li> <li>• 2009 -2010 School Year – Grade A               <ul style="list-style-type: none"> <li>○ 91% Meeting the Writing Standard for FCAT</li> <li>○ 57% 3.0 or better in FCAT Reading</li> </ul> </li> <li>• 2008 -2009 School Year – Grade A               <ul style="list-style-type: none"> <li>○ The bottom 25% did reach AYP and Olympia earned a B</li> <li>○ Olympia High School had the most quality points toward the school grade in OCPS</li> <li>○ 60% 3.0 or better in FCAT Reading</li> <li>○ First in the District in FCAT Science</li> </ul> </li> </ul> <p>Assistant Principal of Instruction at Olympia High supervised Guidance and other curricular areas. In previous years supervised Reading, Language Arts, and World Language departments.</p>
Assistant Principal	Nick Zambri	Bachelors, Exceptional Education University of Central Florida Masters,	5	5	<p>Contributing team member in achieving 3 school grades of A at Olympia High School. In the 2010-2011 school year, Olympia received the highest gains in moving the lowest 25%. Olympia High School</p> <ul style="list-style-type: none"> <li>• 2011-2012 School Year – Pending Grade Projected A               <ul style="list-style-type: none"> <li>○ Third in OCPS in the Algebra EOC Scores -53%</li> </ul> </li> </ul>

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		<p>Educational Leadership Nova Southeastern University</p>			<ul style="list-style-type: none"> <li>o First in OCPS in the Geometry EOC</li> <li>o Over 90% Graduation rate</li> <li>o 89% Meeting the Writing Standard for FCAT (New Standard)</li> <li>o 59% 3.0 or better in FCAT Reading</li> <li>• 2010 -2011 School Year – Grade A             <ul style="list-style-type: none"> <li>o 91% Meeting the Writing Standard for FCAT</li> <li>o 95% Graduation Rate</li> <li>o 57% 3.0 or better in FCAT Reading</li> </ul> </li> <li>• 2009 -2010 School Year – Grade A             <ul style="list-style-type: none"> <li>o 93% Meeting the Writing Standard for FCAT</li> <li>o 57% 3.0 or better in FCAT Reading</li> </ul> </li> <li>• 2008 -2009 School Year – Grade A             <ul style="list-style-type: none"> <li>o The bottom 25% did reach AYP and Olympia earned a B</li> <li>o Olympia High School had the most quality points toward the school grade in OCPS</li> <li>o 60% 3.0 or better in FCAT Reading</li> <li>o First in the District in FCAT Science</li> </ul> </li> </ul> <p>Oversees ESE, Physical Education, Algebra I and Social Studies. Coordinated and oversaw all Saturday tutoring, reading/math tutoring, Graduation Preparation, managed and distributed 9<sup>th</sup> Grade data and generated failure letters for all grade levels.</p>
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### Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Xan Kahn	Bachelors, English, Rollins College	6	3	<p>Contributing team member in achieving 4 school grades of A at Olympia High School.</p> <p>Olympia High School</p> <ul style="list-style-type: none"> <li>• 2011-2012 School Year – Pending Grade Projected A <ul style="list-style-type: none"> <li>○ Third in OCPS in the Algebra EOC Scores -53%</li> <li>○ First in OCPS in the Geometry EOC</li> <li>○ Over 90% Graduation rate</li> <li>○ 89% Meeting the Writing Standard for FCAT (New Standard)</li> <li>○ 59% 3.0 or better in FCAT Reading</li> </ul> </li> <li>• 2010 -2011 School Year – Grade A <ul style="list-style-type: none"> <li>○ 91% Meeting the Writing Standard for FCAT</li> <li>○ 95% Graduation Rate</li> <li>○ 57% 3.0 or better in FCAT Reading</li> </ul> </li> <li>• 2009 -2010 School Year – Grade A <ul style="list-style-type: none"> <li>○ 93% Meeting the Writing Standard for FCAT</li> <li>○ 57% 3.0 or better in FCAT Reading</li> </ul> </li> <li>• 2008 -2009 School Year – Grade A <ul style="list-style-type: none"> <li>○ The bottom 25% did reach AYP and Olympia earned a B</li> <li>○ Olympia High School had the most quality points toward the school grade in OCPS</li> <li>○ 60% 3.0 or better in FCAT Reading</li> <li>○ First in the District in FCAT Science</li> </ul> </li> </ul> <p>Classroom teacher at Apopka High School and Olympia High School. Current Reading Coach at Olympia High School where OHS has earned an A, B, A, A, respectively in the years working at Olympia. In process of working on a masters degree in education with a focus in reading.</p>
LRS	Stephanie Johnson Possell	Bachelors, Health and Physical Education, East Stroudsburg; Masters, Education Pennsylvania State University	12	3	<p>Contributing team member in achieving 4 school grades of A at Olympia High School.</p> <p>Olympia High School</p> <ul style="list-style-type: none"> <li>• 2011-2012 School Year – Pending Grade Projected A <ul style="list-style-type: none"> <li>○ Third in OCPS in the Algebra EOC Scores -53%</li> <li>○ First in OCPS in the Geometry EOC</li> <li>○ Over 90% Graduation rate</li> <li>○ 89% Meeting the Writing Standard for FCAT (New Standard)</li> <li>○ 59% 3.0 or better in FCAT Reading</li> </ul> </li> <li>• 2010 -2011 School Year – Grade A</li> </ul>

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Job Coach	Cheryl Palmese	Bachelors, Criminal Justice and Psychology, Barry University	6	4	<p>Contributing team member in achieving 4 school grades of A at Olympia High School.</p> <p>Olympia High School</p> <ul style="list-style-type: none"> <li>• 2011-2012 School Year – Pending Grade Projected A <ul style="list-style-type: none"> <li>o Third in OCPS in the Algebra EOC Scores -53%</li> <li>o First in OCPS in the Geometry EOC</li> <li>o Over 90% Graduation rate</li> <li>o 89% Meeting the Writing Standard for FCAT (New Standard)</li> <li>o 59% 3.0 or better in FCAT Reading</li> </ul> </li> <li>• 2010 -2011 School Year – Grade A <ul style="list-style-type: none"> <li>o 91% Meeting the Writing Standard for FCAT</li> <li>o 95% Graduation Rate</li> <li>o 57% 3.0 or better in FCAT Reading</li> </ul> </li> <li>• 2009 -2010 School Year – Grade A <ul style="list-style-type: none"> <li>o 93% Meeting the Writing Standard for FCAT</li> <li>o 57% 3.0 or better in FCAT Reading</li> </ul> </li> <li>• 2008 -2009 School Year – Grade A <ul style="list-style-type: none"> <li>o The bottom 25% did reach AYP and Olympia earned a B</li> <li>o Olympia High School had the most quality points toward the school grade in OCPS</li> <li>o 60% 3.0 or better in FCAT Reading</li> <li>o First in the District in FCAT Science</li> </ul> </li> </ul> <p>Started as an ESE Resource teacher at Citrus Elementary which was an 'A' school in January 2006. As a VE teacher at Olympia High School in October 2006, OHS earned a grade of a "B". In October 2009, Ms. Palmese became an Inclusion Coach for ESE at Olympia. Since that time, the AYP has steadily increased and OHS has maintained an "A" grade.</p>
Testing Coordinator	Tamirra Hutchinson	Masters, Educational Leadership, University of North Florida Finance and Real Estate Bachelors, Florida State	8	2	<p>Contributing team member in achieving 4 school grades of A at Olympia High School.</p> <p>Olympia High School</p> <ul style="list-style-type: none"> <li>• 2011-2012 School Year – Pending Grade Projected A <ul style="list-style-type: none"> <li>o Third in OCPS in the Algebra EOC Scores -53%</li> <li>o First in OCPS in the Geometry EOC</li> <li>o Over 90% Graduation rate</li> <li>o 89% Meeting the Writing Standard for FCAT (New Standard)</li> <li>o 59% 3.0 or better in FCAT Reading</li> </ul> </li> </ul>



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### Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Principal and assistant principals put possible teaching candidates through a thorough interviewing process, seeking specific instructional strategies that they can bring to Olympia High School	Administration	Ongoing
2. A vast number of professional development opportunities will be available to instructional staff	CRT	Ongoing
3. Regularly scheduled department meetings will be used in collaborating, planning, and developing ideas to be used for instructional purposes.	Assistant Principals	Ongoing
4. A school-based mentoring program was developed to support new teachers.	CRT	Ongoing
5. Use of Olympia's reputation for being a high performing instructional school alone draws many good candidates.	Administration	Ongoing
6. Over 39% of the instructional staff have earned an advanced degree	Teachers	Ongoing
7. Close to 10% of our instructional staff are nationally board certified.	Teacher	Ongoing
8. 25% of the instructional staff have taught an advanced placement course and attended College Board training.	Teacher, Principal, Assistant, Principals	Ongoing
9. Administration	Ongoing	Administration

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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
3	<ol style="list-style-type: none"> <li>1. Mentoring by LRS</li> <li>2. Inservices - Including evaluation expectations</li> <li>3. Quarterly Meetings with supervising administrator</li> </ol>

### *Staff Demographics*

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
<b>152</b>	<b>5 (3%)</b>	<b>48 (31.5%)</b>	<b>71 (46.5%)</b>	<b>29 (19%)</b>	<b>61 (39.8%)</b>	<b>149(98%)</b>	<b>12 (8%)</b>	<b>17 (11%)</b>	<b>3 (1.9%)</b>

### *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
Stephanie Possell	Thomas Gibson	The experience in subject area and classroom location	Subject Planning, Collaboration, modeling, bi weekly meetings
Jennifer Sandman	Ashley Nelson	The experience in subject area and classroom location	Subject Planning, Collaboration, modeling, bi weekly meetings
Jennifer Sandman	Neely Morgan	The experience in subject area and classroom location	Subject Planning, Collaboration, modeling, bi weekly meetings
Nancy Bridge	Zachary Morgan	The experience in subject area and classroom location	Subject Planning, Collaboration, modeling, bi weekly meetings
Nancy Bridge	Michael Padovano	The experience in subject area and classroom location	Subject Planning, Collaboration, modeling, bi weekly meetings

**October 2012**

**Rule 6A-1.099811**

**Revised April 29, 2011**

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**Additional Requirements**

***Coordination and Integration-Title I Schools Only***

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

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

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. Principal: Guy Swenson; Assistant Principals: Ava Green, Glenda Hammons, Sasha Russ, Nick Zambri; Deans: Jason Greer, Stevie Oliver, Hector Serrano, Lauren Bradley; CT: Mariela Laracuent; ESE Placement Specialist: Patti Wissig; Learning Resource Specialist: Stephanie Possell; Reading Coach: Angela Kahn; Inclusion Coach: Cheryl Palmese; Department Leaders: Greg Isaacson, Nancy Coleson, Chris Conrad, Nancy Bridge, Ed Budd, Stephanie Adolph, and Sylvia D'Torres
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? Olympia High School will provide a common vision for a variety of interventions. Students who are experiencing difficulty in learning will have additional time and support for learning in a timely, directive, and systematic way to drive instruction. Administrators will work with teachers to help identify and plan a variety of strategies to assist students experiencing difficulties in the learning process at least two times per grading period. The MTSS/RtI team members will conduct classroom visits, observations, review data, and meet with parents and students who are displaying signs of falling behind. The LRS, reading coach, department chairs, curriculum leaders, CCT, ESE placement specialist, and administrators will lead their content area teachers to use Edusoft for assessment and instructional purposes. This data is used to determine specific interventions such as re-teaching, reviewing, and helping students to develop the thought process and other strategies necessary depending on the circumstances. Such interventions may include, but are not limited to tutoring, Saturday school, and Graduation Preparation. The Learning Resource Specialist and administration will train teachers in the use of Edusoft, data gathering systems, data analysis, and interventions based on data results. Members of the MTSS/RtI will meet with teachers to facilitate lesson planning based on data analysis. Staff development will take place a minimum of twice per grading period. The MTSS/RtI team will meet after every instructional development to assess and plan for further instructional and staff development; to reflect on training experiences; and plan for training and MTSS/RtI implementation. roles/functions).
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the MTSS/RtI problem-solving process is used in developing and implementing the SIP? The MTSS/RtI team will use data from the 2012-2013 school year for graduation rate, and standardized tests in the development and implementation of the School Improvement Plan. The MTSS/RtI team will then research and determine the needs of the school based on the above data to assist in developing the School Improvement Plan to include goals in reading, math, writing, and science. The Leadership Team will also meet with School Advisory Council (SAC), and various staff members and community leaders will also help in developing the SIP. Members of the MTSS/RtI Leadership Team will help guide the overall implementation of other SIP activities in conjunction with MTSS/RtI as knowledge and understanding of MTSS/RtI best practices develop.
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. MTSS/RtI Leadership will use multiple sources of data to include FAIR, Benchmark, Reading Plus, CELLA, FCAT, end of course exams or common assessments, mini assessments, and teacher assessments to manage, summarize and compile tiered data. Teachers will have access to data taken from IMS and SMS for interventions and monitoring purposes.
Describe the plan to train staff on MTSS. The principal will conduct staff development to review and explain what MTSS/RTI is. Our inclusion coach meets with teachers and sends information via e-mail to the staff regarding appropriate interventions for students based on a myriad of needs. Members of the MTSS/RtI Leadership Team will train Olympia HS staff. Members will collaborate, identify, and utilize the most effective instructional interventions and progress monitoring tools.
Describe the plan to support MTSS. The following items will be used to support the MTSS/RtI team: <ol style="list-style-type: none"><li>1. The IMS System will be used by the MTSS/RtI team and the teachers for information for the most effective intervention for each student.</li><li>2. Current test and benchmark data will be used to drives the team's decisions and target interventions.</li><li>3. Staff will be trained on MTSS/RtI goals for the school.</li><li>4. The MTSS/RtI team will meet every two weeks to discuss student's needs and the effectiveness of interventions.</li><li>5. SMS Reports and Progressbook reports will be generated by the MTSS/RtI team and shared with the teachers.</li><li>6. IMS Trainings will be given.</li><li>7. Consultation meetings will be structured to optimize communication between ESE and core area teachers.</li></ol>

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School-Based MTSS/RtI Team
<p>Identify the school-based MTSS leadership team.            Principal: Guy Swenson; Assistant Principals: Ava Green, Glenda Hammons, Sasha Russ, Nick Zambri; Deans: Jason Greer, Stevie Oliver, Hector Serrano, Lauren Bradley; CT: Mariela Laracuente; ESE Placement Specialist: Patti Wissig; Learning Resource Specialist: Stephanie Possell; Reading Coach: Angela Kahn; Inclusion Coach: Cheryl Palmese; Department Leaders: Greg Isaacson, Nancy Coleson, Chris Conrad, Nancy Bridge, Ed Budd, Stephanie Adolph, and Sylvia D'Torres</p>
<p>Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?            Olympia High School will provide a common vision for a variety of interventions. Students who are experiencing difficulty in learning will have additional time and support for learning in a timely, directive, and systematic way to drive instruction. Administrators will work with teachers to help identify and plan a variety of strategies to assist students experiencing difficulties in the learning process at least two times per grading period. The MTSS/RtI team members will conduct classroom visits, observations, review data, and meet with parents and students who are displaying signs of falling behind. The LRS, reading coach, department chairs, curriculum leaders, CCT, ESE placement specialist, and administrators will lead their content area teachers to use Edusoft for assessment and instructional purposes. This data is used to determine specific interventions such as re-teaching, reviewing, and helping students to develop the thought process and other strategies necessary depending on the circumstances. Such interventions may include, but are not limited to tutoring, Saturday school, and Graduation Preparation. The Learning Resource Specialist and administration will train teachers in the use of Edusoft, data gathering systems, data analysis, and interventions based on data results. Members of the MTSS/RtI will meet with teachers to facilitate lesson planning based on data analysis. Staff development will take place a minimum of twice per grading period. The MTSS/RtI team will meet after every instructional development to assess and plan for further instructional and staff development; to reflect on training experiences; and plan for training and MTSS/RtI implementation. roles/functions).</p>
<p>Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the MTSS/RtI problem-solving process is used in developing and implementing the SIP?            The MTSS/RtI team will use data from the 2012-2013 school year for graduation rate, and standardized tests in the development and implementation of the School Improvement Plan. The MTSS/RtI team will then research and determine the needs of the school based on the above data to assist in developing the School Improvement Plan to include goals in reading, math, writing, and science. The Leadership Team will also meet with School Advisory Council (SAC), and various staff members and community leaders will also help in developing the SIP. Members of the MTSS/RtI Leadership Team will help guide the overall implementation of other SIP activities in conjunction with MTSS/RtI as knowledge and understanding of MTSS/RtI best practices develop.</p>
MTSS Implementation
<p>Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.            MTSS/RtI Leadership will use multiple sources of data to include FAIR, Benchmark, Reading Plus, CELLA,FCAT, end of course exams or common assessments, mini assessments, and teacher assessments to manage, summarize and compile tiered data.            Teachers will have access to data taken from IMS and SMS for interventions and monitoring purposes.</p>
<p>Describe the plan to train staff on MTSS.            The principal will conduct staff development to review and explain what MTSS/RTI is. Our inclusion coach meets with teachers and sends information via e-mail to the staff regarding appropriate interventions for students based on a myriad of needs.            Members of the MTSS/RtI Leadership Team will train Olympia HS staff. Members will collaborate, identify, and utilize the most effective instructional interventions and progress monitoring tools.</p>
<p>Describe the plan to support MTSS.            The following items will be used to support the MTSS/RtI team:</p> <ol style="list-style-type: none"> <li>1. The IMS System will be used by the MTSS/RtI team and the teachers for information for the most effective intervention for each student.</li> <li>2. Current test and benchmark data will be used to drives the team's decisions and target interventions.</li> <li>3. Staff will be trained on MTSS/RtI goals for the school.</li> <li>4. The MTSS/RtI team will meet every two weeks to discuss student's needs and the effectiveness of interventions.</li> <li>5. SMS Reports and Progressbook reports will be generated by the MTSS/RtI team and shared with the teachers.</li> <li>6. IMS Trainings will be given.</li> <li>7. Consultation meetings will be structured to optimize communication between ESE and core area teachers.</li> </ol>

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School-Based MTSS/RtI Team
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### *Literacy Leadership Team (LLT)*

School-Based Literacy Leadership Team
<b>Identify the school-based Literacy Leadership Team (LLT).</b> Guy Swenson, Sasha Russ, Ava Green, Stephanie Possell, Angela Kahn, Jennifer Sandman, Mohamed Arroubi, Nancy Bardoe, Edwin Budd, Lorraine Delfosse, Dori Dooley, Tracy Ebert, Virginia Gregory, Amanda Youngblood, Shelia Mansier, Stevie Oliver, Jennifer Rogers, Katherine Scuro, Meire Silva, Maria Stanton, and Virginia Tuck.
<b>Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).</b> We will meet the Second Tuesday of the month. Guy Swenson will call meeting to order and facilitate discussion of items on agenda. Angela Kahn will take minutes for review at next meeting. Members will discuss and brainstorm items from agenda. We will be discussing issues pertaining to the Sadlier Vocabulary, and sharing strategies for implementation.
<b>What will be the major initiatives of the LLT this year?</b> <ol style="list-style-type: none"><li>1. The major initiative will be to continue the vocabulary program which was evaluated and selected by the Literacy Leadership Team two years ago.</li><li>2. We will be continuing to refine the expectations for the use of the Sadlier Materials and teacher selected vocabulary in the content areas.</li><li>3. We will promote a literate culture at the school through raising awareness of reading, writing, by incorporating campus wide reading in the content area to build our student's vocabulary in practical domains.</li><li>4. We will use Study Island and Reading Plus in the computer labs.</li><li>5. We will encourage more teachers to complete their reading endorsement.</li></ol>

### *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.

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

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

<ul style="list-style-type: none"><li>• All teachers and support staff are required to use the Sadlier-Oxford vocabulary method or other approved vocabulary system in class.</li><li>• All teachers are required to upload lesson plans and learning goals which are monitored by assessing administrators.</li><li>• All teachers are encouraged to use content area reading strategies into their lesson plans.</li><li>• Teachers are asked to monitor Benchmark and FCAT Reading data to more fully differentiate reading and content area instruction.</li></ul>
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### *\*High Schools Only*

October 2012

Rule 6A-1.099811

Revised April 29, 2011

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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?

The College and Career Resource Center is an additional resource for students where they receive assistance and information regarding college, careers, skills needed, how to develop the skills, and finances.

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?

The College and Career Resource Center is an additional resource for students where they receive assistance and information regarding college, careers, skills needed, how to develop the skills, and finances.

### *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 following strategies are used to make the students ready for the postsecondary level:

1. Teaching students to utilize the College and Career Center
2. Utilizing the local technical schools to help students set goals that are best for them
3. Providing opportunities for students to take the PSAT, SAT and ACT

Providing the students opportunities for Advanced Placement classes



**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**

\* 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
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</b>			1A.1. Some students lack exposure to enough content area reading materials for students	1A.1. Teachers will expose students to both fictional and non-fictional texts. They will incorporate informational texts, as well.	1A.1. Classroom Teachers Reading Coach Administration	1A.1. Progress Monitoring	1A.1. Lesson Plans Benchmark Mini-assessments FAIR Assessment
Reading Goal #1A: By June 2013, we will see a 10% (2.5 point) increase among students who will score at Level 3 in reading.	2012 Current Level of Performance:* In June 2012, 24% (880/1440) of students scored a Level 3 in reading	2013 Expected Level of Performance:* By June 2013, 26.5% of students will score at Level 3 in reading.					
			1A.2. The teachers do not meet the diverse academic needs and differentiating instruction.	1A.2. Professional development will be offered throughout the school year for teachers to learn strategies on differentiating instruction.  The LRS and administration team will continue providing coaching and modeling opportunities to the teaching staff after the professional development has been completed.	1A.2. Classroom Teachers, Reading Coach, LRS, Administration	1A.2. Collaboration Meetings Progress Monitoring	1A.2. Benchmark Mini-assessments FAIR Assessment
			1A.3. The students struggle in reading with main idea, compare and contrast authors purpose and other similar concepts in reading comprehension.	1A.3. Mini-assessments for the reading application standards will be used for progress monitoring. Teachers will teach strategies for main idea, compare and contrast and author's purpose.	1A.3. Classroom Teachers, Reading Coach, LRS, Administration	1A.3. Progress Monitoring	1A.3. Mini-Assessments Benchmark FAIR Assessment
			1A.4 The students struggle in reading with vocabulary and vocabulary application.	1A.4 Adopt a school-wide vocabulary program (Sadlier) which will be used also in the consortium	1A.4 Principal Assistant Principals Reading Coach Classroom Teachers	1A.4 Progress Monitoring	1A.4 Vocabulary pre-tests and post-tests will be given. FCAT 2.0 along with mini-assessments and Benchmark exams.

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						FAIR Assessment
		1A.5 Students are not engaged in the educational setting	1A.5 Teachers will understand student interests and use those interests to engage students.	1A.5 Classroom Teachers Reading Coach LRS Administration	1A.5 Frequent monitoring of student performance for both behavioral and academic instances	1A.5 Mini Assessments Benchmark FAIR Assessment
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b>		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<b>Reading Goal #1B:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
<b>No Data Submitted – The Subgroup is Less Than 10</b>	n/a					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</b>			2A.1. Some students lack of time management for taking multiple rigorous classes.	2A.1. Teachers will prioritize and teach time management skills.  New teachers will be taught how to teach students time management skills.	2A.1. Teachers Guidance Counselors	2A.1. Frequent monitoring of student performance  IObserve data will also be used.	2A.1. FCAT 2.0 , Benchmark, Mini-Assessments , AP Exams  IObserve data will also be used
<b>Reading Goal #2A:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In June 2013, we will see an increase of 7% (3 points) among students who will score at level 4 and above.	In June 2012, 37% (532) of all students taking FCAT Reading scored at Level 4 and above.	In June 2013, 40% (576) of all students taking FCAT Reading will score at Level 4 and above.					
		2A.2. Students do not see the application value in reading informational texts.	2A.2. Provide ongoing enrichment activities for students in daily classroom lessons.	2A.2. Administrators, LRS Reading Coach, Guidance Counselors	2A.2. Frequent monitoring of student performance, team meetings and PLC	2A.2. FCAT 2.0 , Benchmark, Mini-Assessments , AP Exams	
		2A.3. Teachers have difficulty with differentiating instruction.	2A.3. Offer a variety of reading and language arts courses to meet the unique needs and talents of	2A.3. Administrators, LRS Reading Coach, Guidance Counselors	2A.3. Frequent monitoring of student performance, team meetings and PLC	2A.3. FCAT 2.0 , Benchmark, Mini-Assessments , AP Exams	

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

			every learner, frequently monitor progress to ensure all students have access to the curriculum, and provide teachers with training in best practices and instructional strategies.  The LRS and administration team will continue providing coaching and modeling opportunities to the teaching staff after the professional development has been completed.			
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b>			2B.1. <i>n/a</i>	2B.1.	2B.1.	2B.1.
Reading Goal #2B: No Data Submitted – The Subgroup is Less Than 10	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
	<i>n/a</i>	<i>n/a</i>				
			2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.

Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3A. FCAT 2.0: Percentage of students making learning gains in reading.</b>	3A.1. Teachers are not providing appropriate interventions based on student data or need.	3A.1. Content-area teachers will differentiate instruction. Training will be provided on how to conduct data analysis.	3A.1. Principal Assistant Principals Instructional Coaches	3A.1. Teacher collaboration discussions will document best practices differentiating literacy instruction.	3A.1. Lesson Plans; Benchmark and Mini-Assessment data. FAIR Data
Reading Goal #3A: By June 2013, we will see a 5% (4 points) increase of students making learning gains.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>			
	In June 2012, 69% (994) of students made learning gains.	By June 2013, 73% (1051) of students will make learning gains.			
	3A.2. There is a difficulty in providing proper placement for struggling students in reading classes.	3A.2. Identify and enroll all struggling readers into an intensive reading class or content area reading class.	3A.2. Administration Reading Coach Guidance Counselors	3A.2. Student schedules and analyzing proper placement for the struggling students	3A.2. FCAT Reading Benchmark Reading Plus Data FAIR Data Reading Inventory

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			Training will be provided on how to conduct data analysis.			assessments.
		3A.3. Some teachers are not analyzing data in order to provide proper interventions for struggling students	3A.3. Teachers will become proficient in analyzing data from EduSoft, IMS, EDW, Reading Plus Data, and vocabulary assessment data for the purpose of designing specific targeted instruction.	3A.3. Teachers LRS Reading Coach Administration	3A.3. Collaborative meetings where data will be discussed	3A.3. Benchmark Mini-Assessment FAIR Data
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</b>		3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<b>Reading Goal #3B: No Data Submitted - The Subgroup is Less Than 10</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
	N/A	N/A				
			3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</b>	4A.1. Teachers have difficulty providing differentiated instruction	4A.1. Content-area teachers, coaches will be given training on providing differentiated instruction.  The LRS and administration team will continue providing coaching and modeling opportunities to the teaching staff after the professional development has been completed.	4A.1. Principal Assistant Principals Instructional Coaches Classroom Teachers	4A.1. Teacher collaboration discussions will document best practices for differentiating literacy instruction.  The LRS and administration team will continue providing coaching and modeling opportunities to the teaching staff after the professional development has been completed.	4A.1. Lesson Plans, Benchmark and Mini-Assessment data., FAIR Assessment Reading Plus Data
<b>Reading Goal #4A: By July 2013, 6% (4 points) of the students in the lowest 25% will make learning gains in Reading.</b>					
<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
In June 2012, 72% (259) of students in the lowest 25% made learning gains in reading.	By July 2013, 76% (274) of the students in the lowest 25% will make learning gains in reading.				

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		4A.2. Students will be placed in the appropriate reading classes.	4A.2. Identify and enroll all 9th, 10th, 11th, and 12th grade students who scored below a Level 3 on the FCAT 2.0 and student in the lowest 25 % in an intensive reading class or a content area reading class.  Student's progress on reading programs will be monitored.	4A.2. Principal, API, Guidance Counselors, ESE Compliance Officer	4A.2. Analyzing proper placement for the struggling students using data from previous tests and teacher evaluations, Student schedules will also be considered, Data from reading programs will be monitored.	4A.2. FCAT Reading Benchmark Reading Plus Data FAIR Data
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
<b>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.</b>		4B.1. N/A	4B.1.	4B.1.	4B.1.	4B.1.
<b>Reading Goal #4B:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
	N/A	N/A				
<b>No Data Submitted – The Subgroup is Less Than 10</b>		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading performance targets for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017																																																															
<p><b>5A. In six years school will reduce their achievement gap by 50%.</b></p> <p><b>Baseline data 2010-2011</b></p> <p>A total 65% of Olympia High School Students Scored Satisfactory on Reading Tests</p> <p>White:79% Black:43% Hispanic: 54% Asian:72% American Indian: N/A</p>	<p>A total 63% of Olympia High School Students Scored Satisfactory on Reading Tests</p> <p>White:78% Black:41% Hispanic: 56% Asian:73% American Indian: N/A</p>	<p>Target</p> <p>All Students – 71% White: 83% Black:53% Hispanic: 62% Asian: 77% American Indian: N/A</p>	<p>Target</p> <p>All Students –74 % White: 84% Black:57% Hispanic: 66% Asian: 79% American Indian: N/A</p>	<p>Target</p> <p>All Students – 77% White: 86% Black:62% Hispanic: 69% Asian: 81% American Indian: N/A</p>	<p>Target</p> <p>All Students – 80% White: 88% Black:67% Hispanic: 73% Asian: 84% American Indian: N/A</p>	<p>Target</p> <p>All Students – 83% White: 90% Black:72% Hispanic: 77% Asian: 86% American Indian: N/A</p>																																																															
<p><b>Reading Goal #5A:</b> Olympia High School will decrease the achievement gap in reading.</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><b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b></p> <p><b>Reading Goal #5B:</b> By June 2012, all subgroups will show an increase on FCAT Reading.</p> <p>Olympia High School 2011-2012</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr> <th rowspan="2">Ethnicity</th> <th colspan="6"># Students</th> <th rowspan="2">Total</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>3+</th> </tr> </thead> <tbody> <tr> <td>AMER INDIAN NAT</td> <td>6</td> <td>3</td> <td>1</td> <td>4</td> <td>10</td> <td></td> </tr> <tr> <td>ASIAN/PAC. IS.</td> <td>7</td> <td>30</td> <td>36</td> <td>29</td> <td>25</td> <td>90</td> </tr> <tr> <td>BLACK</td> <td>89</td> <td>158</td> <td>85</td> <td>56</td> <td>16</td> <td>157</td> </tr> <tr> <td>HISPANIC</td> <td>28</td> <td>93</td> <td>66</td> <td>44</td> <td>21</td> <td>131</td> </tr> <tr> <td>MULTIRACIAL</td> <td>3</td> <td>10</td> <td>20</td> <td>17</td> <td>1</td> <td>38</td> </tr> <tr> <td>WHITE</td> <td>35</td> <td>101</td> <td>148</td> <td>166</td> <td>146</td> <td>460</td> </tr> <tr> <td>Grand Total</td> <td>162</td> <td>398</td> <td>356</td> <td>315</td> <td>210</td> <td>880</td> </tr> </tbody> </table>	Ethnicity	# Students						Total	1	2	3	4	5	3+	AMER INDIAN NAT	6	3	1	4	10		ASIAN/PAC. IS.	7	30	36	29	25	90	BLACK	89	158	85	56	16	157	HISPANIC	28	93	66	44	21	131	MULTIRACIAL	3	10	20	17	1	38	WHITE	35	101	148	166	146	460	Grand Total	162	398	356	315	210	880	<p>2012 Current Level of Performance:*</p> <p>FCAT Reading. 2012 -% Level 3 or Better</p> <p>White: 77.2% Black: 38.9% Hispanic: 52% Asian: 70.9% American Indian: 40%</p>	<p>2013 Expected Level of Performance:*</p> <p>FCAT Reading. 2013 -% Level 3 or Better</p> <p>White:80% Black:40% Hispanic: 54.5% Asian:73.5% American Indian: 41% All 3% Increase</p>	<p>5B.1. Parents are not accessing ProgressBook, Some teachers are not communicating with parents and students are not giving their parents and guardians Progress Reports and report cards</p> <p>Teachers have difficult time differentiating instruction for students.</p>	<p>5B.1. Teachers will contact parents of students who are not using Progressbook to access grades. A Connect Ed. will be called in each Progress Report and Report Card and sent to all parents.</p> <p>Benchmark Scores will be sent home with students. F Letters will be mailed home each quarter.</p>	<p>5B.1. Administration, LRS, teachers and coaches</p>	<p>5B.1. Progressbook Data, F Letters, F Reports and FCAT Reading, sign-in sheets, and mentor logs</p>
Ethnicity		# Students							Total																																																												
	1	2	3	4	5	3+																																																															
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<p>5B.2. Teachers have difficult time differentiating instruction for students.</p>	<p>5B.2. Teachers will be given instruction on differentiating instruction.</p> <p>The LRS and administration team</p>	<p>5B.2. Administration, LRS, teachers and coaches</p>	<p>5B.2. Progressbook Data, F Letters, F Reports and FCAT Reading, sign-in sheets, and mentor logs</p>	<p>5B.2. Progressbook Data, F Letters, F Reports and FCAT Reading, sign-in sheets, and mentor logs</p>	<p>5B.2. Progressbook Data, F Letters, F Reports and FCAT Reading, sign-in sheets, and mentor logs</p>																																																																

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Ethnicity	% Students					Total
	READING					
	1	2	3	4	5	3+
AMER INDIAN NAT	60.0		30.0	10.0	40.0	100.0
ASIAN/PAC. IS.	5.5	23.6	28.3	22.8	19.7	70.9
BLACK	22.0	39.7	21.0	13.9	4.0	38.9
HISPANIC	11.1	36.9	26.2	17.5	8.3	52.0
MULTIRACIAL	5.9	19.6	39.2	33.3	2.0	74.5
WHITE	5.9	16.9	24.8	27.9	24.5	77.2

  

		will continue providing coaching and modeling opportunities to the teaching staff after the professional development has been completed.			
	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>			5C.1. Teachers have difficulty providing additional interventions	5C.1. Use Study Island, Reading Plus and SpringBoard with ELL students in English and reading classes.	5C.1. Principal Assistant Principals Reading Coach Teachers	5C.1. Progress monitoring	5C.1. Benchmark, mini-assessments FCAT 2.0 FAIR Data Reading Plus Data Embedded Assessments
<u>Reading Goal #5C:</u> By June 2012, ELL students will show an increase of 10% (2 points) by scoring a Level 3.	<u>2012 Current Level of Performance:*</u> In June 2012, 20% (27/129) of ELL students scored at Level 3 on FCAT Reading.	<u>2013 Expected Level of Performance:*</u> By June 2013, 22% of ELL students will score at Level 3.					
			5C.2. Many ELL students lack verbal English language acquisition	5C.2. All teachers will use continued English language imbursement in class with ELL support and students will be offered Saturday tutoring programs that will provided further development.	5C.2. Principal Assistant Principals Reading Coach Teachers	5C.2. Progress monitoring	5C.2. Benchmark Mini-assessments FCAT 2.0 Reading Plus FAIR data Embedded Assessment
			5C.3. Many ELL students lack verbal English language reading and writing skills including idiomatic expressions in the written from.	5C.3. All teachers will use Reading Plus, American Life, Study Island, and Rosetta Stone to teach reading Skills	5C.3. Principal Assistant Principals Reading Coach Teachers	5C.3. Progress monitoring	5C.3. Benchmark Mini-assessments FCAT 2.0 Reading Plus FAIR data Embedded Assessment
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b>			5D.1. Many Students with Disabilities (SWD) need additional interventions	5D.1. Implement RTI and seek additional intervention strategies through professional development.	5D.1. Administration Classroom Teachers Reading Coach LRS	5D.1. Progress monitoring	5D.1. Benchmark, Mini-Assessments, FCAT 2.0, FAIR, Reading Plus Data
<u>Reading Goal #5D:</u> By June 2013, SWD students will show an increase of 10% (4 points) by scoring a Level 3.	<u>2012 Current Level of Performance:*</u> In July 2012, 38% of SWD students scored level 3 FCAT Reading.	<u>2013 Expected Level of Performance:*</u> By June 2013, 42% of SWD students will score level 3 FCAT Reading.	Teachers have limited opportunities to schedule additional interventions for SWD.	Also, provide tutoring through National Honors Society during lunch			
			5D.2. Many Students with Disabilities (SWD) lack literacy and fluency skills	5D.2. Incorporate Reading Plus in World Cultural Geography Courses as well as intensive reading courses and Study Island into ESOL reading courses to help develop these skills.	5D.2. Administration Classroom Teachers Reading Coach LRS	5D.2. Administration Classroom Teachers Reading Coach LRS	5D.2. Reading Plus, Study Island, Benchmark



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		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b>		5E.1. Many Economically Disadvantaged students need additional interventions	5E.1. Implement RtI and seek additional intervention strategies through professional development. Also, provide tutoring through National Honors Society	5E.1. Administration Classroom Teachers Reading Coach LRS	5E.1. Progress monitoring	5E.1. Benchmark, Mini-Assessments, FCAT 2.0, FAIR, Reading Plus Data	
<b>Reading Goal #5E:</b>  By June 2013, ED students will show an increase of 5% (2.5 points) by scoring a level 3.	<b>2012 Current Level of Performance:*</b> In July 2012, 44% (272/620) of ED students scored Level 3 on FCAT Reading.	<b>2013 Expected Level of Performance:*</b> By June 2013, 46.5% (334/778) of ED students will score Level 3 on FCAT Reading.	Teachers have limited opportunities to schedule additional interventions for economically disadvantaged students.				
			5E.2. Many Economically Disadvantaged students lack literacy and fluency skills	5E.2. Incorporate Reading Plus in World Cultural Geography Courses as well as intensive reading courses and Study Island into ESOL reading courses to help develop these skills	5E.2. Administration Classroom Teachers Reading Coach LRS	5E.2. Administration, Classroom Teachers, Reading Coach, LRS	5E.2. Reading Plus, Study Island, Benchmark
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

### Reading Professional Development

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b>						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
College Board Expectation Training	9-12	College Board	All Staff Interested	Pre Planning	Additional support meetings	LRS
College Board Writing Style	9-12	College Board	All Staff Interested	Pre Planning	Additional support meetings	LRS
Marzano Evaluation Training	9-12	Marzano Training Institute	All Staff	Pre Planning	Additional support meetings and evaluation system	LRS, Administration, and classroom teachers

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Edmodo Support	9-12	Technology Support Teacher	All Staff Interested	Monthly	Additional support meetings	LRS
IMS - Staff Development	9-12	Technology Support Teacher	All Staff	Monthly	Additional support meetings	LRS

**Reading Budget (Insert rows as needed) Approximate**

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
1. Reading Plus	Intensive Reading Self -Paced	School Budget	\$15,000.00
2. Study Island	Intensive Reading Self -Paced	School Budget	\$1,881.15
3. AMSCO	Reading	School Budget	\$3, 444.00
4. Sadlier Vocabulary	Vocabulary	School Budget	\$89,866.00
5. Fast Forward	Intensive Reading Program	School Budget	\$2,500.00
6. Read 180	Intensive Reading Program	School Budget	\$2,800.00
7. Scholastic Magazine	Reading in the Content Area	School Budget	\$4,000.00
8. EDGE		School Budget	\$2,700.00
9. Motivational Strategies Reading Plus	Intensive Reading Program	School Budget	\$2,500.00

**Subtotal: \$124,691.15**

**Technology**

Strategy	Description of Resources	Funding Source	Amount
HP Computer Labs	Computers	School Budget	\$50,000.00

**Subtotal: \$50,000.00**

**Professional Development**

Strategy	Description of Resources	Funding Source	Amount
IMS Training	Data Training	N/A	\$0.00
Reading Plus Training	Intensive Reading Program	N/A	\$0.00
Study Island Training	Reading Program	N/A	\$0.00

**Subtotal: \$0.00**

**Other**

Strategy	Description of Resources	Funding Source	Amount
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

Rewards	Certificates	School Budget	\$100.00
			<b>Subtotal:\$100.00</b>
			<b>Total: \$174,791.15</b>

*End of Reading Goals*

**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
<b>1. Students scoring proficient in listening/speaking.</b>  CELLA Goal #1: The students in CELLA testing will increase their average scale score by 10% in Listening/speaking.	2012 Current Percent of Students Proficient in Listening/Speaking:	1.1. There are limited licenses for Rosita Stone	1.1. Increase the number of licenses	1.1. Administration, CCT and ESOL and regular teachers	1.1. CELLA Testing	1.1. CELLA Testing
	Average Scale Scores: Listening/speaking - 742					
			1.2. Teachers have difficulty with implementing ELL strategies.	1.2. Teachers will paraphrase and model when teaching. Additionally, teachers will have their students answer in full sentences. Provide ESOL trainings.  The LRS and administration team will continue providing coaching and modeling opportunities to the teaching staff after the professional development has been completed.	1.2. Administration, CCT and ESOL and regular teachers	1.2. CELLA Testing, PLC meetings and discussions
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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<b>2. Students scoring proficient in reading.</b>		2.1. Students have unidentified learning difficulties and may need further testing for disabilities.	2.1. Check students for learning disabilities.	2.1. Administration, CCT and ESOL and regular teachers. Additionally, staffing specialist and district support staff.	2.1. CELLA Testing/ ESE testing	2.1. CELLA Testing/ ESE testing
<b>CELLA Goal #2:</b> The students in CELLA testing will increase their average scale score by 10% in Reading.	2012 Current Percent of Students Proficient in Reading:					
	Average Scale Scores: Reading - 750					
		2.2. Parents have difficulty understanding the grades, grading scales and letters sent home.	2.2. F letters and other documents, when possible, will be produced in the home language.	2.2. CCT,ESOL teaches, Clerical and Administrative teams	2.2. Grade report data, F Letters data	2.2. Grade report data, F Letters data
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3. Students scoring proficient in writing.</b>		2.1. Students have limited opportunity to write while embedding ELL strategies	2.1. Implement school wide writing program.  The LRS and administration team will continue providing coaching and modeling opportunities to the teaching staff after the initial training has been completed.	2.1. Administration, CCT and ESOL and regular teachers. Additionally, staffing specialist and district support staff.	2.1. CELLA Testing/ESE testing	2.1. CELLA Testing/ESE testing
<b>CELLA Goal #3:</b> The students in CELLA testing will increase their average scale score by 5% in Writing.	2012 Current Percent of Students Proficient in Writing :					
	Average Scale Scores: Writing - 727.					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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

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

*End of 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
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
<b>Mathematics Goal #1A:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<b>Mathematics Goal #1B:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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



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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b>			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
<u>Mathematics Goal</u> <b>#3A:</b>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>  <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u>  <i>Enter numerical data for expected level of performance in this box.</i>					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<u>Mathematics Goal</u> <b>#3B:</b>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>  <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u>  <i>Enter numerical data for expected level of performance in this box.</i>					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</b>			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
<b>Mathematics Goal #4:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>5A. In six years school will reduce their achievement gap by 50%.</b> <b>Mathematics Goal #5A:</b> <i>Enter narrative for the goal in this box.</i>	<b>Baseline data 2010-2011</b>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b> <b>Mathematics Goal #5B:</b> <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<b>Mathematics Goal #5C:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
<b>Mathematics Goal #5D:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
<b>Mathematics Goal</b> <b>#5E:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

*End of Elementary School Mathematics Goals*

**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]).

<b>Middle School Mathematics Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</b>			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
<u>Mathematics Goal</u> #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<u>Mathematics Goal</u> #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3A. FCAT 2.0: Percentage of students making learning gains in mathematics.</b>			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
<u>Mathematics Goal</u> <b>#3A:</b>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>  <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u>  <i>Enter numerical data for expected level of performance in this box.</i>					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<u>Mathematics Goal</u> <b>#3B:</b>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>  <i>Enter numerical data for current level of performance in this box.</i>	<u>2013 Expected Level of Performance:*</u>  <i>Enter numerical data for expected level of performance in this box.</i>					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.



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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</b>			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
<b>Mathematics Goal #4:</b>  <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance: *  <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance: *  <i>Enter numerical data for expected level of performance in this box.</i>					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>5A. In six years, school will reduce their achievement gap by 50%.</b>  <b>Mathematics Goal #5A:</b>  <i>Enter narrative for the goal in this box.</i>	<b>Baseline data 2010-2011</b>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>  <b>Mathematics Goal #5B:</b>  <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>  <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<u>2013 Expected Level of Performance:*</u>  <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.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 subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<b>Mathematics Goal #5C:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
<b>Mathematics Goal #5D:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
<b>Mathematics Goal</b> <b>#5E:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

*End of Middle School Mathematics Goals*

**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]).

<b>High School Mathematics Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Mathematics Goal #1:</b> <b>No Data Submitted – The Subgroup is Less Than 10.</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
<b>Mathematics Goal #2:</b> <b>No Data Submitted – The Subgroup is Less Than 10</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<b>No Data Submitted – The Subgroup is Less Than 10</b>							
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.</b>			4.1.	4.1.	4.1.	4.1.	4.1.
Mathematics Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<b>No Data Submitted – The Subgroup is Less Than 10</b>							
			4.2.	4.2.	4.2.	4.2.	4.2.
			4.3.	4.3.	4.3.	4.3.	4.3.

*End of Florida Alternate Assessment High School Mathematics Goals*

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

### High School AMO Mathematics Goals

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017			
<b>A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b> A total 54% of Olympia High School Students Scored Satisfactory on Math Tests  White:61% Black:41% Hispanic: 56% Asian:76% American Indian: N/A	A total 65% of Olympia High School Students Scored Satisfactory on Math Tests  White:76% Black:47% Hispanic: 58% Asian:89% American Indian: N/A	Target  All Students – 62% White: 68% Black:51% Hispanic: 63% Asian: 80% American Indian: N/A	Target  All Students – 62% White: 71% Black: 56% Hispanic: 67% Asian:82% American Indian: N/A	Target  All Students – 66% White: 74% Black: 61% Hispanic: 71% Asian: 84% American Indian: N/A	Target  All Students – 69% White:77 % Black: 66% Hispanic: 74% Asian: 84% American Indian: N/A	Target  All Students – 73% White:81% Black: 71% Hispanic: 78% Asian: 86% American Indian: N/A			
	<b>HS Mathematics Goal A:</b>  The achievement gap will be decreased in mathematics over the next five school years.									
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
<b>B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b>	<b>HS Mathematics Goal B:</b>  The achievement gap will be decreased in mathematics in the groups listed to the right over the next five school years.	3B.1. Teachers are inconsistent with rigorous instruction	3B.1. Have the teachers plan as a group to ensure teachers are using lesson plans that promote rigorous instruction and continuous monitoring. Teachers will post measurable objectives and incorporate them throughout the daily lessons.	3B.1. Administration, Math Teachers, LRS	3B.1. EOC Data	3B.1. EOC Data				
	<table border="1"> <thead> <tr> <th>2012 Current Level of Performance:*</th> <th>2013 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td>                     A total 65% of Olympia High School Students Scored Satisfactory on Math Tests                       White:76%                      Black:47%                      Hispanic: 58%                      Asian:89%                      American Indian: N/A                 </td> <td>                     Target                       All Students – 62%                      White: 68%                      Black:51%                      Hispanic: 63%                      Asian: 80%                      American Indian: N/A                 </td> </tr> </tbody> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	A total 65% of Olympia High School Students Scored Satisfactory on Math Tests  White:76% Black:47% Hispanic: 58% Asian:89% American Indian: N/A	Target  All Students – 62% White: 68% Black:51% Hispanic: 63% Asian: 80% American Indian: N/A					
2012 Current Level of Performance:*	2013 Expected Level of Performance:*									
A total 65% of Olympia High School Students Scored Satisfactory on Math Tests  White:76% Black:47% Hispanic: 58% Asian:89% American Indian: N/A	Target  All Students – 62% White: 68% Black:51% Hispanic: 63% Asian: 80% American Indian: N/A									

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		3B.2. Students lack Pre-Algebra knowledge.	3B.2. After school and Saturday tutoring and an Intensive Math class offered over the regular school day as an elective. These items will help to fill-in the gap for background knowledge.	3B.2. Administration, Math Teachers, LRS	3B.2. EOC Data	3B.2. EOC Data
		3B.3. Teachers have difficulty differentiating instruction	3B.3. Offer a variety of math strategies to meet the unique needs and talents of every learner, frequently monitor progress to ensure all students have access to the curriculum, and provide teachers with training in best practices and instructional strategies.  The LRS and administration team will continue providing coaching and modeling opportunities to the teaching staff after the professional development has been completed.	3B.3. Administration, Math Teachers, LRS	3B.3. Benchmark, Mini-assessments, sign-in sheets, mentor logs and EOC results	3B.3. EOC Results



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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>C. English Language Learners (ELL) not making satisfactory progress in mathematics.</b>			3C.1. Teachers have difficulty differentiating instruction	3C.1. . Offer a variety of math strategies to meet the unique needs and talents of every learner, frequently monitor progress to ensure all students have access to the curriculum, and provide teachers with training in best practices and instructional strategies.  The LRS and administration team will continue providing coaching and modeling opportunities to the teaching staff after the professional development has been completed.	3C.1. Administration, Math Teachers, LRS	3C.1. Benchmark, Mini-assessments, sign-in sheets, mentor logs and EOC results	3C.1. EOC Results
<u>HS Mathematics</u> <b>Goal C:</b>  ELL students will show a 21% increase of scoring Satisfactory on Math Assessments.	<u>2012 Current Level of Performance:*</u> A total 47% of Olympia High School ELL Students Scored Satisfactory on Math Assessments.	<u>2013 Expected Level of Performance:*</u> A total of 57% of Olympia High School ELL Students will scored Satisfactory on Math Assessments.					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</b>			3D.1. Teachers have difficulty differentiating instruction	3D.1. Offer a variety of math strategies to meet the unique needs and talents of every learner, frequently monitor progress to ensure all students have access to the curriculum, and provide teachers with training in best practices and instructional strategies.  The LRS and administration team will continue providing coaching and modeling opportunities to the teaching staff after the professional development has been completed.	3D.1. Administration, Math Teachers, LRS	3D.1. Benchmark, Mini-assessments, sign-in sheets, mentor logs and EOC results	3D.1. EOC Results
<u>HS Mathematics</u> <b>Goal D:</b>  SWD students will show a 25% increase of scoring Satisfactory on Math Assessments.	<u>2012 Current Level of Performance:*</u> A total 36% of Olympia High School SWD Students Scored Satisfactory on Math Assessments.	<u>2013 Expected Level of Performance:*</u> A total of 45% of Olympia High School SWD Students will scored Satisfactory on Math Assessments.					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>E. Economically Disadvantaged students not making satisfactory progress in mathematics.</b>			3E.1. Teachers have difficulty differentiating instruction	3E.1. Offer a variety of math strategies to meet the unique needs and talents of every learner, frequently monitor progress to ensure all students have access to the curriculum, and provide teachers with training in best practices and instructional strategies.  The LRS and administration team will continue providing coaching and modeling opportunities to the teaching staff after the professional development has been completed.	3E.1. Administration, Math Teachers, LRS	3E.1. Benchmark, Mini-assessments, sign-in sheets, mentor logs and EOC results	3E.1. EOC Results
<b>HS Mathematics</b> <b>Goal E:</b> ED students will show a 6% increase of scoring Satisfactory on Math Assessments.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	A total 52% of ED Olympia High School Students Scored Satisfactory on Math Assessments.	A total of 55% of Olympia High School ED Students will scored Satisfactory on Math Assessments.					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

*End of HS Mathematics AMO Goals*

**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]).

<b>Algebra 1 EOC Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in Algebra 1.</b>			1.1. Teachers are inconsistent with rigorous instruction	1.1. Have the teachers plan as a group to ensure teachers are using lesson plans that promote rigorous instruction and continuous monitoring. Teachers will post measurable objectives and incorporate them throughout the daily lessons.	1.1. Administration, Math Teachers, LRS	1.1. Progress monitoring through the use of mini-assessments and benchmark test, Lesson Plans and PLCs	1.1. EOC, Benchmark and Mini-assessments
<b>Algebra 1 Goal #1:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the number of students achieving a level 3 or better the end of course Algebra exams by 18% (7 points) in 2013.	38% of 589 (223) are currently achieving a score of level 3 on the Algebra EOC.	45% of 589 (265) will achieve a score of level 3 on the Algebra EOC.					
			1.2. Teachers not following pacing guides	1.2. Ensure teachers are planning together and moving the students at the appropriate pace.  Administration will attend PLC meetings.	1.2. Administration, Math Teachers, LRS	1.2. Progress monitoring through the use of mini-assessments and benchmark test, PLC and Lesson Plans	1.2. EOC, Benchmark and Mini-assessments
			1.3. Students lack Pre-Algebra knowledge.	1.3. After school and Saturday tutoring and an Intensive Math class offered over the regular school day as an elective. These items will help to fill-in the gap for background knowledge.	1.3. Administration, Math Teachers, LRS	1.3. Tutoring sign-in sheets and the use of mini-assessments and benchmark test	1.3. EOC, Benchmark and Mini-assessments
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.</b>			2.1. Students lack time management for students taking multiple rigorous classes.	2.1. Teachers will teach the students how to prioritize and teach the students time management skills through all content.	2.1. Administration, Math Teachers, LRS,	2.1. Benchmark Mini-assessments	2.1. EOC, Benchmark and Mini-assessments
<b>Algebra Goal #2:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the number of students achieving a level 4 or 5 the end of course Algebra exams by 15% (2 points) in 2013.	13% (76/589) of students are currently achieving a score of level 4 or 5 on the	15% (84/560) will achieve a score of level 4 or 5 on the Algebra EOC.					

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	Algebra EOC.						
			2.2. Students have limited critical thinking skills	2.2. Implement homework and test taking systems that encourage students to work towards mastery, focus on higher order tasks, utilize Cornell notes, and provide explicit instruction in EOC skills and strategies.	2.2. Administration, Math Teachers, LRS	2.2. Benchmark and Mini-assessments	2.2. EOC, Benchmark and Mini-assessments
			2.3. Teachers have difficulty differentiating instruction	2.3. Offer a variety of math strategies to meet the unique needs and talents of every learner, frequently monitor progress to ensure all students have access to the curriculum, and provide teachers with training in best practices and instructional strategies.  The LRS and administration team will continue providing coaching and modeling opportunities to the teaching staff after the professional development has been completed.	2.3. Administration, Math Teachers, LRS	2.3. Benchmark, Mini-assessments, sign-in sheets, mentor logs and EOC results	2.3. Benchmark, Mini-assessments, sign-in sheets, mentor logs and EOC results

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify mathematics performance targets for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017				
<b>3A. In six years, school will reduce their achievement gap by 50%.</b>  <b>Algebra 1 Goal #3A:</b>  The achievement gap will be decreased in the Algebra I EOC over the next five school years.	<b>Baseline data 2010-2011</b>  No Data	A total 51% of Olympia High School Students Scored Satisfactory on the Algebra I EOC  White: 63% Black: 38.5% Hispanic: 47.0% Asian: 76.9% American Indian: N/A	Target  All Students – 60% White: 65% Black:44% Hispanic: 52% Asian: 79% American Indian: N/A Based on a like representation of populations.	Waiting on State Target	Waiting on State Target	Waiting on State Target	Waiting on State Target				
	Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.</b>  <b>Algebra 1 Goal #3B:</b> June 2013, all subgroups will show an increase on The Algebra 1 EOC.	<table border="1"> <tr> <td>2012 Current Level of Performance:*</td> <td>2013 Expected Level of Performance:*</td> </tr> <tr> <td>White: Black: 38.5% Hispanic: Asian: American Indian: N/A</td> <td>White: Black: Hispanic: Asian: American Indian: N/A</td> </tr> </table>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	White: Black: 38.5% Hispanic: Asian: American Indian: N/A	White: Black: Hispanic: Asian: American Indian: N/A	3B.1. Parents are not accessing ProgressBook, Some teachers are not communicating with parents and students are not giving their parents and guardians Progress Reports and report cards	3B.1. Teachers will contact parents of students who are not using Progressbook to access grades. A Connect Ed. will be called in each Progress Report and Report Card and sent to all parents.  Benchmark Scores will be sent home with students. F Letters will be mailed home each quarter.  Parents, teachers and students will be encouraged to use Edmodo.	3B.1. Administration, teachers and coaches	3B.1. Progressbook Data, F Letters, F Reports and EOC Data, sign-in sheets, Edmodo Data and mentor logs	3B.1. Progressbook Data, F Letters, F Reports and EOC Data, sign-in sheets, and mentor logs	
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*									
White: Black: 38.5% Hispanic: Asian: American Indian: N/A	White: Black: Hispanic: Asian: American Indian: N/A										
		3B.2. Teachers have difficult time differentiating instruction for students.	3B.2. Teachers will be given instruction on differentiating instruction. The LRS and administration team will continue providing coaching and modeling opportunities to the teaching staff after the professional development has been completed.	3B.2. Administration, teachers and coaches	3B.2. Progressbook Data, F Letters, F Reports and EOC Data, sign-in sheets, and mentor logs	3B.2. Progressbook Data, F Letters, F Reports and EOC Data, sign-in sheets, and mentor logs					

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		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.</b>			3C.1. Teachers have difficulty using differentiated instruction.	3C.1. The teachers will be given training on differentiating instruction.  The LRS, CCT and administration team will continue providing coaching and modeling opportunities to the teaching staff after the professional development has been completed.	3C.1. Administrative team, CCT and teachers	3C.1. Benchmark tests, sign-in sheets, mentor logs and EOC results	3C.1. Benchmark tests, sign-in sheets, mentor logs and EOC results
<b>Algebra 1 Goal #3C:</b> By June 2013, ELL students will show an increase of 6% by scoring a level 3 on the Algebra I EOC.	<b>2012 Current Level of Performance:*</b> In June 2012 75% of ELL students did not make satisfactory progress in Algebra 1.	<b>2013 Expected Level of Performance:*</b> By June 2013 80% of ELL students will not make satisfactory progress in Algebra 1. This is too small amount of data to use for data 4 ELL students were tested.	3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.</b>			3D.1. Teachers have difficulty using differentiated instruction.	3D.1. The ESE inclusion teacher shares instruction and planning where those students are placed. The teachers will be given training on differentiating instruction.  The LRS, Inclusion Coach and administration team will continue providing coaching and modeling opportunities to the teaching staff after the professional development has been completed.	3D.1. Administrative team, ESE Inclusion coach and teachers	3D.1. Benchmark tests, sign-in sheets, mentor logs and EOC results	3D.1. Benchmark tests, sign-in sheets, mentor logs and EOC results
<b>Algebra 1 Goal #3D:</b> By June 2013, SWD students will show an increase of 13% by scoring a level 3 on the Algebra I EOC.	<b>2012 Current Level of Performance:*</b> In June 2012 38.5% of SWD students did not make satisfactory progress in Algebra 1	<b>2013 Expected Level of Performance:*</b> By June 2013 43.5% of SWD students will not make satisfactory progress in Algebra 1. This will be a decrease of 40%					

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		in the achievement gap.					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.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
<b>3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.</b>			3E.1. Teachers have difficulty using differentiated instruction.	3E.1. The teachers will be given training on differentiating instruction.  The LRS, and administration team will continue providing coaching and modeling opportunities to the teaching staff after the professional development has been completed.	3E.1. Administrative team, ESE Inclusion coach and teachers	3E.1. Benchmark tests, sign-in sheets, mentor logs and EOC results	3E.1. Benchmark tests, sign-in sheets, mentor logs and EOC results
<u>Algebra 1 Goal #3E:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
By June 2013, ED students will show an increase of 6% by scoring a level 3 on the Algebra I EOC.	In June 2012 41.3% of ED students did not make satisfactory progress in Algebra 1.	By June 2013 44% of ED students will not make satisfactory progress in Algebra 1. This will be a decrease of 27% of the achievement gap.					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

*End of Algebra 1 EOC Goals*

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

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

<b>Geometry EOC Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at the Middle Third Achievement Level in the Geometry EOC.</b>			1.1. Teachers have difficulty providing program fidelity	1.1. Ensure teachers are using lesson plans that promote rigorous instruction and continuous monitoring that include the appropriate expectations on the instructional timeline.  Teachers will post measurable objectives and incorporate them throughout the daily lessons.	1.1. Administration Math Teachers LRS	1.1. Progress monitoring through the use of mini-assessments and benchmark test, PLCs and lesson plans	1.1. EOC Benchmark Mini-assessments
<b>Geometry Goal #1:</b> Increase the number of students achieving a score at the Middle Third Achievement Level on the Geometry EOC by 10% (3 points) in 2013.	<b>2012 Current Level of Performance:*</b> 27% (190) of 703 students achieved a score at the Middle Third Achievement Level in the Geometry EOC.	<b>2013 Expected Level of Performance:*</b> 30% (220) of 735 will achieve a score at the Middle Third Achievement Level in the Geometry EOC.	1.2. Lack of pre-geometry knowledge.	1.2. After school and Saturday tutoring to support students in Geometry.	1.2. Administration Math Teachers LRS	1.2. Progress monitoring through the use of mini-assessments and benchmark test	1.2. EOC Benchmark Mini-assessments
			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
<b>2. Students scoring at the Highest Third Achievement Level in the Geometry EOC.</b>			2.1. Lack of time management for students taking multiple rigorous classes.	2.1. Teachers will teach the students time management skills and how to prioritize tasks	2.1. Administration, Classroom Teachers, LRS	2.1. EOC, Benchmark Mini-assessments	2.1. EOC, Benchmark Mini-assessments
<b>Geometry Goal #2:</b> Increase the number of students achieving a score at the Highest Third Achievement Level on the Geometry EOC by 6% (3 points) in 2013.	<b>2012 Current Level of Performance:*</b> 50% (351) of 703 students achieved a score at the Highest Third Achievement Level in the Geometry EOC.	<b>2013 Expected Level of Performance:*</b> 53% (389) of 735 will achieve a score at the Highest Third Achievement Level in the Geometry EOC.					



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		2.2. Some students lack critical thinking skills	2.2. Implement homework and test taking systems that encourage students to work towards mastery, focus on higher order tasks, utilize Cornell notes, and provide explicit instruction in EOC skills and strategies.	2.2. Administration, Classroom Teachers, LRS	2.2. EOC, Benchmark Mini-assessments	2.2. EOC, Benchmark Mini-assessments
		2.3. Some teachers are not differentiating instruction	2.3. The teachers will be given training on differentiating instruction.  The LRS and administration team will continue providing coaching and modeling opportunities to the teaching staff after the professional development has been completed.	2.3. Administration, Classroom Teachers, LRS	2.3. EOC, Benchmark Mini-assessments, sign-in sheets, mentor logs and EOC results	2.3. EOC, Benchmark Mini-assessments

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>3A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b> No Data	A total 77% of Olympia High School Students scored satisfactory on the Geometry EOC.  White: N/A Black: N/A Hispanic: N/A Asian: N/A American Indian: N/A	Target - A total 83% of Olympia High School Students will scored satisfactory on the Geometry EOC.  Waiting on State Target	Waiting on State Target	Waiting on State Target	Waiting on State Target
<u>Geometry Goal #3A:</u> The achievement gap will be decreased in the Geometry EOC over the next five school years.						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</b>		3. B.1. Parents are not accessing ProgressBook, Some teachers are not communicating with parents and students are not giving their parents and guardians Progress Reports and	3B.1. Teachers will contact parents of students who are not using Progressbook to access grades. A Connect Ed. will be called in each Progress Report and Report Card and sent to all	3B.1. Administration, LRS, teachers and coaches	3B.1. Progressbook Data, F Letters, F Reports and EOC Data, sign-in sheets, and mentor logs	3B.1. Progressbook Data, F Letters, F Reports and EOC Data, sign-in sheets, and mentor logs
<u>Geometry Goal #3B:</u> June 2013, all subgroups	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

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will show an increase on the Geometry EOC.  <b>Waiting on State Data</b>	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:	report cards	parents.  Benchmark Scores will be sent home with students. F Letters will be mailed home each quarter.			
			3B.2. Teachers have difficult time differentiating instruction for students.	3B.2. Teachers will be given instruction on differentiating instruction. The LRS and administration team will continue providing coaching and modeling opportunities to the teaching staff after the professional development has been completed.	3B.2. Administration, LRS, teachers and coaches	3B.2. Progressbook Data, F Letters, F Reports and FCAT Reading, sign-in sheets, and mentor logs	3B.2. Progressbook Data, F Letters, F Reports and FCAT Reading, sign-in sheets, and mentor logs
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool					
<b>3C. English Language Learners (ELL) not making satisfactory progress in Geometry.</b>  <b>Geometry Goal #3C:</b> By June 2013, ELL students will show an increase on the Geometry EOC. <b>Waiting on State Data</b>			3C.1. Teachers have difficulty using differentiated instruction.	3C.1. The teachers will be given training on differentiating instruction.  The LRS, CCT and administration team will continue providing coaching and modeling opportunities to the teaching staff after the professional development has been completed.	3C.1. Administrative team, CCT and teachers	3C.1. Benchmark tests, sign-in sheets, mentor logs and EOC results	3C.1. Benchmark tests, sign-in sheets, mentor logs and EOC results					
			<table border="1"> <tr> <td><u>2012 Current Level of Performance:*</u></td> <td><u>2013 Expected Level of Performance:*</u></td> </tr> <tr> <td>In June 2012 ___% of ELL students did not make satisfactory progress on the Geometry EOC.</td> <td>By June 2013 ___% of ELL students will not make satisfactory progress on the Geometry EOC... This will be a decrease of ___%</td> </tr> </table>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	In June 2012 ___% of ELL students did not make satisfactory progress on the Geometry EOC.	By June 2013 ___% of ELL students will not make satisfactory progress on the Geometry EOC... This will be a decrease of ___%	3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>								
			In June 2012 ___% of ELL students did not make satisfactory progress on the Geometry EOC.	By June 2013 ___% of ELL students will not make satisfactory progress on the Geometry EOC... This will be a decrease of ___%								
	3C.3.	3C.3.	3C.3.	3C.3.	3C.3.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool					
<b>3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.</b>  <b>Geometry Goal #3D:</b> By June 2013, SWD students will show an increase on the Geometry EOC. <b>Waiting on State Data</b>			3D.1. Teachers have difficulty using differentiated instruction.	3D.1. The teachers will be given training on differentiating instruction.  The LRS, Inclusion Coach and administration team will continue providing coaching and modeling opportunities to the teaching staff after the professional development has been completed.	3D.1. Administrative team, Inclusion Coach and teachers	3D.1. Benchmark tests, sign-in sheets, mentor logs and EOC results	3D.1. Benchmark tests, sign-in sheets, mentor logs and EOC results					
			<table border="1"> <tr> <td><u>2012 Current Level of Performance:*</u></td> <td><u>2013 Expected Level of Performance:*</u></td> </tr> <tr> <td>In June 2012 ___% of SWD students did not make satisfactory progress on the Geometry EOC.</td> <td>By June 2013 ___% of SWD students will not make satisfactory progress on the Geometry EOC. This will be a decrease of ___%</td> </tr> </table>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	In June 2012 ___% of SWD students did not make satisfactory progress on the Geometry EOC.	By June 2013 ___% of SWD students will not make satisfactory progress on the Geometry EOC. This will be a decrease of ___%	3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>								
			In June 2012 ___% of SWD students did not make satisfactory progress on the Geometry EOC.	By June 2013 ___% of SWD students will not make satisfactory progress on the Geometry EOC. This will be a decrease of ___%								
	3D.3.	3D.3.	3D.3.	3D.3.	3D.3.							

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3E. Economically Disadvantaged (ED) students not making satisfactory progress in Geometry.</b>			3E.1. Teachers have difficulty using differentiated instruction.	3E.1. The teachers will be given training on differentiating instruction.  The LRS, Inclusion Coach and administration team will continue providing coaching and modeling opportunities to the teaching staff after the professional development has been completed.	3E.1. Administrative team and teachers	3E.1. Benchmark tests, sign-in sheets, mentor logs and EOC results	3E.1. Benchmark tests, sign-in sheets, mentor logs and EOC results
<b>Geometry Goal #3E:</b> By June 2013, ED students will show an increase on the Geometry EOC. <b>Waiting on State Data</b>	<b>2012 Current Level of Performance:*</b> In June 2012 ___% of ED students did not make satisfactory progress on the Geometry EOC.	<b>2013 Expected Level of Performance:*</b> By June 2013 ___% of ED students will not make satisfactory progress on the Geometry EOC. This will be a decrease of ___%					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

*End of Geometry EOC Goals*

**Mathematics Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b>						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiating instruction	9-12	Math Teachers	Targets- Algebra 1 and Geometry 1 Teachers	November 2012	PLCs, Mentoring, Lesson Plans	LRS and Administration

**Mathematics Budget (Insert rows as needed) Approximate**

Include only school-based funded activities/materials and exclude district funded activities /materials.

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Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
I Can Learn	Intensive Math Program	School Budget	\$25,000.00
			<b>Subtotal: \$25,000.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	<b>\$00.00</b>
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	<b>\$00.00</b>
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
No Data	No Data	No Data	No Data
			<b>Subtotal: \$00.00</b>
			<b>Total: \$25,000.00</b>

*End of Mathematics Goals*

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**Elementary and Middle School Science Goals**

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

<b>Elementary and Middle Science Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.</b>			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
<b>Science Goal #1A:</b> Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b>			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<b>Science Goal #1B:</b> Enter narrative for the goal in this box.	2012 Current Level of Performance:* Enter numerical data for current level of performance in this box.	2013 Expected Level of Performance:* Enter numerical data for expected level of performance in this box.					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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

*End of Elementary and Middle School Science Goals*

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**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
<b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
Science Goal #1: <b>No Data Submitted – The Subgroup is Less Than 10</b>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
Science Goal #2: <b>No Data Submitted – The Subgroup is Less Than 10</b>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

*End of Florida Alternate Assessment High School Science Goals*



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

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

<b>Biology 1 EOC Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at the Middle Third Achievement Level in the Biology EOC.</b>			1.1. Students are not proficient in using a computer on a regular basis and/or testing via computer.	1.1. Incorporate the use of different testing strategies that would be used for computer based testing and provide practice on the computers in the labs.	1.1. Administration, Classroom/Science Teachers, Reading Coach, LRS, Testing Coordinator	1.1. ECO Testing Outcome	1.1. ECO Testing Outcome
<b>Biology 1 Goal #1:</b> Increase the number of students achieving a score at the Middle Third Achievement Level on the Biology EOC by 10% (3 points) in 2013.	<b>2012 Current Level of Performance:*</b> 29% (203) of 700 students achieved a score at the Middle Third Achievement Level in the Biology EOC.	<b>2013 Expected Level of Performance:*</b> 32% (325) of 735 will achieve a score at the Middle Third Achievement Level in the Biology EOC.					
			1.2. Students are not familiar with the new requirements for the End of Course Exam	1.2. Teachers will administer mini-assessments and continue progress monitoring for students.	1.2. Classroom/Science Teachers, Reading Coach	1.2. ECO Testing Outcome	1.2. EOC Testing Outcome
			1.3. Students will not attend Saturday Biology tutoring because of transportation issues	1.3. Transportation will be provided for Saturday Biology tutoring	1.3. Administration, Science Teachers and Saturday tutors	1.3. ECO Testing Outcome and student sign in sheets for tutoring	1.3. ECO Testing Outcome
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at the Highest Third Achievement Level in the Geometry EOC.</b>			2.1. Teachers have difficulty embedding high level and rigorous tasks in Biology	2.1. Teachers will be given instruction on embedding high level and rigorous tasks in Biology  The LRS, Peer science teachers and administrative team will continue providing coaching and modeling opportunities to the teaching staff after the professional development has been completed.	2.1. Administration, LRS, Science Teachers	2.1. ECO Testing Outcome., sign-in sheets, and mentor logs	2.1. ECO Testing Outcome, sign-in sheets, and mentor logs
<b>Biology 1 Goal #2:</b> Increase the number of students achieving a score at the Highest Third Achievement Level on the Biology EOC by 10% (5 points) in 2013.	<b>2012 Current Level of Performance:*</b> 53% (371) of 700 students achieved a score at the Highest Third Achievement Level in the Biology EOC.	<b>2013 Expected Level of Performance:*</b> 58% (426) of 735 will achieve a score at the Highest Third Achievement Level in the Biology EOC.					

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		2.2. Students are not familiar with the new requirements for the End of Course Exam	2.2. Teachers will administer mini-assessments and continue progress monitoring for students.	2.2. Science Teachers, Reading Coach	22. ECO Testing Outcome	2.2. Mini Assessments through Edusoft, Benchmark through Edusoft and EOC outcome
		2.3. Students will attend not Saturday enrichment sessions because of transportation issues	2.3. Transportation will be provided for Saturday Biology tutoring	2.3. Administration, Science Teachers and Saturday tutors	2.3. ECO Testing Outcome and sign in sheets	2.3. ECO Testing Outcome

*End of Biology 1 EOC Goals*

**Science Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Article Summaries	9-12 Science	Selected OHS Staff	Science Department	Winter 2012/2013	Observation and collaboration	Science teachers
Marine Science Vocabulary Strategies	10-12	Selected OHS Staff	Marine Science teachers	Winter 2012/2013	Observation	Marine Science teachers
Progress Monitoring	9-12	Selected OHS Staff	All Instructional	Spring 2013	Observation, collaboration, reflection, and remediation	Teachers
Biology EOC Strategies and Focus	Biology	Selected OHS Staff	Biology teachers	Spring 2013	Collaboration	PLC Leader and Department Chair

**Science Budget (Insert rows as needed) Approximate**

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			
<b>Subtotal: \$00.00</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			

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<b>Subtotal: \$00.00</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
<b>Subtotal: \$00.00</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
<b>Subtotal: \$00.00</b>			
<b>Total: \$00.00</b>			

*End of Science Goals*

**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
<b>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b>			1A.1. Teachers and students have limited understanding of the changes in the updated state writing test	1A.1. Teachers will be given instruction on the new writing standards.  The LRS and administrative team will continue providing coaching and modeling opportunities to the teaching staff after the professional development has been completed.	1A.1. Administration 9th And 10th grade English and Social Studies Teachers	1A.1. The grading/progress monitoring of the writing prompts, lesson plans, FCAT Writes Data	1A.1. The grading/progress monitoring of the writing prompts, FCAT Writes Data
<b>Writing Goal #1A:</b> In 2012, we will maintain 89% or more of all students scoring a level 3 (NEW Level Expectation) on FCAT Writes.	<b>2012 Current Level of Performance:*</b> In 2012, 89% (625) of 695 students scored a level 3 on FCAT Writes (retrofitted score).	<b>2013 Expected Level of Performance:*</b> In 2013, we will maintain 89% (699) or more of all 777 students scoring a level 3 on FCAT Writes (3retrofitted score).					
			1A.2. Students have a limited foundation in varied vocabulary	1A.2. Teachers will use Saldier Vocabulary materials and/or various vocabulary strategies in their content area to build a varied	1A.2. Administration 9th and 10th grade English, as well as, content area teachers	1A.2. The Grading/progress monitoring of vocabulary acquisition, lesson plans	1A.2. Pre and Post assessments on vocabulary units, teacher observations, and the grading of vocabulary usage in essay writing, FCAT Writes

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			foundation in vocabulary.			Data	
			IA.3. Students lack understanding of grammar and grammatical skills and application	IA.3. 9 <sup>th</sup> grade students will be immersed in grammar and grammatical skills during the Freshman Seminar class and 10 <sup>th</sup> grade students will be exposed to grammar in all core classes.	IA.3. Reading Coach and classroom teachers, monitoring will be conducted by administration	IA.3. Writing tests, grammar tests, observable data, FCAT Writes data, lesson plans	IA.3. Writing tests, grammar tests, writing prompts data, FCAT Writes Data
<b>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b>			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<u>Writing Goal #1B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<b>No Data Submitted – The Subgroup is Less Than 10</b>							
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

**Writing Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Collaboration/Write to Your Audience	9-12	English and Social Studies Teacher Leaders	English and Social Studies Department	Winter 2012/2013	Observation, Collaboration, and Reflection	Principal Assistant Principals LRS

**Writing Budget (Insert rows as needed) Approximate**

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s) Sadlier Vocabulary and Study Island			
Strategy	Description of Resources	Funding Source	Amount
N/A			

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				<b>Subtotal: \$00.00</b>
Technology				
Strategy	Description of Resources	Funding Source	Amount	
N/A				
				<b>Subtotal: \$00.00</b>
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
N/A				
				<b>Subtotal: \$00.00</b>
Other				
Strategy	Description of Resources	Funding Source	Amount	
N/A				
				<b>Subtotal: \$0.00</b>
<b>Total: \$00.00</b>				

*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
<b>1. Students scoring at Achievement Level 3 in Civics.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Civics Goal #1:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</b>		2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>				
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

**Civics Professional Development**

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

**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

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

*End of Civics Goals*

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

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

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
<b>1. Students scoring at Achievement Level 3 in U.S. History.</b>			1.1. Teachers are inconsistent with rigorous instruction	1.1. Ensure teachers are using lesson plans that promote rigorous instruction and continuous monitoring.  Teachers will post measurable objectives and incorporate them throughout the daily lessons.  The LRS and administration team will continue providing coaching and modeling opportunities to the teaching staff after the professional development has been completed.	1.1. Administration, LRS, Classroom teachers	1.1. Department designed benchmark tests, observable data, lesson plans sign-in sheets, mentor logs and EOC data	1.1. Department designed benchmark tests, observable data, lesson plans sign-in sheets, mentor logs and EOC data
U.S. History Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Increase the number of students achieving proficiency on the US History EOC by June 2013. <b>Waiting on State Data</b>	___% are currently achieving proficiency (Score of 3 On the U.S. History EOC.	___% will achieve proficiency scoring a grade of a 3 on the U.S. History EOC.					
			1.2. Teachers are not certain of what will be covered on the end of course exams	1.2 Base instruction on benchmark and standards as well as the county CIA and pacing guides	1.2. Principal, Assistant Principals, LRS, Classroom teachers	1.2. Department designed benchmark tests, observable data, and EOC data	1.2. Department designed benchmark tests, observable data, and EOC data
			1.3. Students lack of content specific and non-content specific vocabulary	1.3. base instruction on benchmark and standards as well as the county CIA and pacing guides as well as non-content specific vocabulary including use of Sadlier system	1.3. Principal, Assistant Principals, LRS, Classroom teachers	1.3. Department designed benchmark tests, observable data, and EOC data	1.3. Department designed benchmark tests, observable data, and EOC 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
<b>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</b>			2.1. Consistent rigor in classroom instruction.	2.1. Teachers meet within discipline and discuss and define consistency of expectations and rigor within the discipline	2.1. Administration and classroom teachers	2.1. EOC data	2.1. EOC data
U.S. History Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Increase the total number of students who will score a 4 or 5 on the US History by June 2013. <b>Waiting on State</b>	___% are currently achieving proficiency Score of 4 or 5 on the U.S.	___% will achieve a 4 or 5 on the U.S. History EOC.					



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<b>Data</b>	History EOC.						
			2.2. Students are not familiar with the new requirements for the End of Course Exam	2.2 Teachers will administer mini-assessments and continue progress monitoring for students	2.2. Administration, LRS, Classroom/History teachers	2.2. Department designed benchmark tests, observable data, lesson plans and EOC data	2.2. Department designed benchmark tests, observable data, lesson plans and EOC data
			2.3. Students lack of content specific and non-content specific vocabulary	2.3. Base instruction on benchmark and standards as well as the county CIA and pacing guides as well as non-content specific vocabulary including use of Sadlier system	2.3. Administration, LRS, Classroom teachers	2.3. Department designed benchmark tests, observable data, lesson plan and EOC data	2.3. Department designed benchmark tests, observable data, and EOC data

**U.S. History Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Trainings	All	On site facilitator	History and Social Studies Teachers	Winter 2012/2013	On going	LRS/Administration
US Federal Reserve	All	On site facilitator	History and Social Studies Teachers	Winter 2012/2013	On going	LRS
DBQ Project	All	On site facilitator	History and Social Studies Teachers	On going	On going	LRS

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

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			
			<b>Subtotal: \$00.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			<b>Subtotal: \$00.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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N/A			
<b>Subtotal: \$00.00</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
<b>Subtotal: \$00.00</b>			
<b>Total: \$00.00</b>			

*End of U.S. History Goals*

**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
<b>1. Attendance</b>			1.1. Students who have excessive tardies do not understand the expectation of being on time.	1.1. Visit classrooms and provide video shorts to let the students know the expectations of Olympia High School for students to be on time.  Parental contacts to encourage children to be on time for the school bus	1.1. Principal, Assistant Principals, Attendance Clerk, Deans	1.1. Data analysis and frequent monitoring, classroom visits log	1.1. Attendance Records and SMS Data
<b>Attendance Goal #1:</b>	<u>2012 Current Attendance Rate:</u> *	<u>2013 Expected Attendance Rate:</u> *					
To increase the attendance rate by 3% and decrease the absence and tardy rate by 5%.	Attendance rate for the 2012 school year was 93.78%	Expected attendance rate for the 2013 school year will be 97%					
	<u>2012 Current Number of Students with Excessive Absences</u> 15(10 or more)	<u>2013 Expected Number of Students with Excessive Absences</u> 12 (10 or more)					
	For the 2011 - 2012 school year, 1150 students had 10 or more absences during the 2012	For the 2012 - 2013 school year, the expected number of students with 10 or more					

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	school year.	absences 1090students.					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	60 students had 10 or more tardies.	Expect 54 students to have 10 or more tardies. (a 10% reduction)					
			1.2. Students do not understand the criteria for suspension	1.2. Classroom visits and videos dealing with behavioral expectations  Positive Behavioral Support initiatives to encourage academic achievement and appropriate decision making	1.2. Principal Assistant, Principals, Attendance Clerk Deans	1.2. Data analysis and frequent monitoring	1.2. Attendance Records

**Attendance Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
<b>Pasco Training</b>	N/A	District/Pasco	Attendance Dean and Clerks who use the system	September 0212	TDY Requests	Administration Team

**Attendance Budget (Insert rows as needed) Approximate**

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
Data Warehouse	Online attendance rate data report	N/A	<b>\$0.00</b>
SMS	Student attendance records and information	N/A	<b>\$0.00</b>
			<b>Subtotal: \$0.00</b>

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Technology			
Strategy	Description of Resources	Funding Source	Amount
Student unexcused tardy monitoring	Microsoft Access network database	N/A	\$0.00
Daily student attendance monitoring	Plasco System Software and additional printing stations	School budget	\$24,695.00
			<b>Subtotal: \$24,695.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Operations training	Plasco System	N/A	\$0.00
			<b>Subtotal: \$0.00</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
No Data			\$0.00
			<b>Subtotal: \$0.00</b>
			<b>Total: \$24,695.00</b>

### End of Attendance Goals

### 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
<b>1. Suspension</b>			I.1. Some teachers and staff lack of intervention strategies prior to writing a referral that would result in a suspension.	I.1. Professional development training should be completed by teachers to provide strategies for deescalating and eliminating behaviors that will lead to a suspension.	I.1. Principal Assistant Principals, Administrative Deans	I.1. SMS Data Report on referrals will be analyzed per 9 weeks.	I.1. Discipline Referral Data Teacher Intervention Strategies Log
Suspension Goal #1: In 2012 the school's suspension rate will decrease by 5%.	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
	866	823					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	445	422					
	2012 Total Number of Out-of-	2013 Expected Number of					

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	School Suspensions	Out-of-School Suspensions					
	784	742					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of- School					
	452	429					
			1.2. The school lacks strategies integrating students back into the educational environment after suspension to prevent further disciplinary actions with student.	1.2. Professional development training of teachers, student monitoring, and student mentoring.	1.2. Principal, Assistant Principals, Administrative Deans, and Teachers	1.2. SMS Data Report on referrals will be analyzed per 9 weeks.	1.2. Discipline Referral Data Teacher Intervention Strategies Log
			1.3. The lack of understanding about high school expectations	1.3. Classroom visits explaining the Code of Conduct and expectations for freshmen students.	1.3. Assistant Principals, Administrative Deans, and Teachers	1.3. Assistant Principal, Administrative Deans, and Teachers	1.3. Discipline Referral Data

**Suspension Professional Development**

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

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

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
Keeping Up	Alternative Setting	N/A	\$00.00
Youth Central	Alternative Setting	N/A	\$00.00
In School Suspension Program	Alternative to OSS	N/A	
			<b>Subtotal: \$00.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			

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<b>Subtotal: \$00.00</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>No Data</b>			
<b>Subtotal: \$00.00</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>No Data</b>			
<b>Subtotal: \$00.00</b>			
<b>Total: \$00.00</b>			

*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
<b>1. Dropout Prevention</b>			1.1. Some students are behind on credits and have a low GPA	1.1. Provide graduation preparation for all underperforming students to assist with academic success. Students will meet with their counselors in the guidance office at the beginning of the year to see their graduation status.	1.1. Assistant Principal	1.1. Students who complete the program and earn credit	1.1. Graduation rate
<b>Dropout Prevention Goal #1:</b>  By 2013, the graduation rate for Olympia High School will remain at 90% or higher	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	In 2012, the dropout rate for Olympia High School will remain below 10%.	By 2013, the dropout rate for Olympia High School will remain below 10%.					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
	In 2012 the graduation rate for Olympia High	By 2013 the graduation rate for Olympia High School					

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	School was 91%.	will remain above 90%.					
			1.2. Some struggling students are not aware of the graduation requirements.	1.2. Meet with seniors and juniors in danger of failing to provide information related to graduation, post graduation, and alternative opportunities to meet specific graduation requirements	1.2. Principal Assistant Principal Guidance Counselors Dean	1.2. Monitoring grades and transcripts	1.2. Graduation rate
			1.3. Poor attendance rate inhibiting academic success	1.3. Monitor the attendance of seniors with five or more absences in a grading period. Formulate a Child Study Team to address attendance concerns when necessary	1.3. Guidance Counselors Attendance Dean	1.3. Monitoring grades and transcripts	1.3. Graduation rate

**Dropout Prevention Professional Development**

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

**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
Freshman seminar	Books	School Budget	\$17,000.00
			<b>Subtotal: \$17,000.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			

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<b>Subtotal: \$00.00</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
<b>Subtotal: \$00.00</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
Transportation		School Budget	\$7,000.00
<b>Subtotal: \$7,000.00</b>			
<b>Total: \$24,000.00</b>			

*End of Dropout Prevention Goal(s)*

**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
<b>1. Parent Involvement</b>			1.1. Parents have limited awareness of all the volunteer opportunities.	1.1. Newsletters connect ed. Messages, PTA newsletters and teacher contacts letting parents know about all the opportunities to volunteer at Olympia High School.	1.1. Administration, PTA, Volunteer Coordinator and all other staff members	1.1. Volunteer hours log	1.1. Volunteer hours log
<b>Parent Involvement Goal #1:</b> Olympia parents will continue to log in 15,000 or more volunteer hours in the 2013School year.	<b>2012 Current Level of Parent Involvement:*</b> During the 2012 school year Olympia parents logged in over 15,000 hours.	<b>2013 Expected Level of Parent Involvement:*</b> During the 2013 school year we expect Olympia parents to maintain 15,000 volunteer hours.					
			1.2. Parents have limited availability to volunteer during the school day	1.2. Newsletters Connect Ed. Messages, PTA newsletters and teacher contacts letting parents know about all the opportunities to volunteer at Olympia High School and the hours outside of the school day that they can volunteer.	1.2. Administration, PTA, Volunteer Coordinator and all other staff members	1.2. Volunteer hours log	1.2. Volunteer hours log



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		1.3.	1.3.	1.3.	1.3.	1.3.
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**Parent Involvement Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
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
None						

**Parent Involvement Budget - Approximate**

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
Recycling	Bins	Donation	\$200.00
			<b>Subtotal: \$200.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
None			
			<b>Subtotal: \$00.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
None			
			<b>Subtotal: \$00.00</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
None			
			<b>Subtotal: \$00.00</b>
			<b>Total: \$200.00</b>

*End of Parent Involvement Goal(s)*

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**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><b>STEM Goal #1:</b> To increase the level of engagement with STEM through Problem Based Learning in all content areas school-wide. By June 2013, the percentage of students scoring at or above Levels 4-5 on the Algebra EOC will increase from 13% (76/589) students to 24% (100/560) students.</p> <p>By June 2013, the percentage of EOC exams in Geometry will increase from 50% (351) % to 53% (389) of 735 of 703 students and Biology will increase from 53% (371) of 700 to 58% (426) of 735 students in the Highest Third.</p>	<p>1.1. Lack of STEM activities consistently implemented in the classroom.</p>	<p>Math and science teachers will be given training to implement new strategies that are STEM based.</p> <p>Teachers will use the knowledge of STEM strategies to engage students in STEM activities through problem based learning in the content areas.</p> <p>The LRS and administration team will continue providing coaching and modeling opportunities to the teaching staff after the professional development has been completed.</p>	<p>1.1. Principal, Assistant Principals, LRS, Math and Science teachers, and District Support</p>	<p>1.1. Classroom observations, sign-in sheets, mentor logs, lesson plans and instructional focus calendar</p>	<p>1.1. Classroom Observation, sign-in sheets, mentor logs and lesson Plans</p>
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

**STEM Professional Development**

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

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

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			
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			<b>Subtotal: \$00.00</b>
			<b>Total: \$00.00</b>

*End of STEM Goal(s)*

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
<b>CTE Goal #1:</b> Olympia High school had 2% of 55/2800 students enrolled in Career and Technical Education in the 2011 - 2012 school year. The goal for the 2012 -2013 school year is to increase that number by 10% to 61/2800 students.	1.1. Students do not know about the Career and Technical Education opportunities at the school.	1.1. Guidance Counselors will meet with students each year and discuss the opportunities  Staff from the Career and Technical Education School will meet with students  Tours will be set-up for students to see the Career and Technical Education Schools	1.1. Guidance Counselors, Administrative team and Career and Technical Education School Staff	1.1. PLCs and enrollment data	1.1. Enrollment data
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

**CTE Professional Development**

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

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**CTE 400.00 (Insert rows as needed) Approximate**

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			
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			<b>Subtotal:</b>
			<b>Total: \$00.00</b>

*End of CTE Goal(s)*

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**Additional Goal #1**

\* 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
<b>Additional Goal</b>			1.1 Students and parents are not aware that AP programs are open enrolment.	1.1. Guidance counselors and teachers will inform students and parents of their eligibility for these classes.	1.1. Administration, Guidance Counselors, Classroom teachers	1.1. Enrollment Reports and Performance Data	1.1. Enrollment Reports and Performance Data
Additional Goal #1: Increased by 10 % (3 points) the enrollment and Performance in Advanced Programs (i.e., Honors, AP, AVID, IB)	2012 Current Level :*	2013 Expected Level :*					
	32% of students are enrolled in Advanced Programs (i.e., Honors, AP, AVID, IB)	35% of students will be enrolled in Advanced Programs (i.e., Honors, AP, AVID, IB)					
			1.2. Some students struggle with college level reading that is necessary for successful completion of an AP course.	1.2 Teachers and coaches will increase the level and rigor of content area reading.  Teachers and coaches will emphasis vocabulary enrichment at all levels in order to increase reading comprehension.	1.2. Administration, Reading coach, Classroom teachers	1.2. AP enrollment numbers and FCAT reading data	1.2. AP enrollment numbers and FCAT reading data
			1.3.	1.3.	1.3.	1.3.	1.3.

**Additional Goal #2**

\* 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
<b>Additional Goal</b>			1.1 Students and parents are not aware of these opportunities for enrollment in Upper Level Mathematics	1.1. Guidance counselors and teachers will inform students and parents of their eligibility for these classes.	1.1. Administration, Guidance Counselors, Classroom teachers	1.1. Enrollment Reports and Performance Data	1.1. Enrollment Reports and Performance Data
Additional Goal #2: Increased by 5% in enrollment and Performance in Upper Level Mathematics (Beyond Algebra II) and Science Courses (beyond	2012 Current Level :*	2013 Expected Level :*					
	were 300 students enrolled in						

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Biology, Chemistry, and Physics)	in Upper Level Mathematics (Beyond Algebra II) and Science Courses (beyond Biology, Chemistry, and Physics)-These courses include Honors.	315 students will be enrolled in Upper Level Mathematics (Beyond Algebra II) and Science Courses (beyond Biology, Chemistry, and Physics)-These courses include Honors.					
			1.2	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

**Additional Goal #3**

\* 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
<b>Additional Goal</b>			1.1. Students and parents are not aware of these opportunities for enrollment in these classes	1.1. Guidance counselors and teachers will inform students of these opportunities	1.1. Administration, Guidance Counselors, Classroom teachers	1.1. Enrollment Reports/Performance Data	1.1. Enrollment Reports/Performance Data
Additional Goal #3: Increase by 6% (0.3 points) Enrollment and Performance in College Dual Enrollment Programs	2012 Current Level :*	2013 Expected Level :*					
	139/2797 or 5% students were enrolled in dual Enrollment Programs	115/2918 or 5.3% of students will be enrolled in enrolled in dual Enrollment Programs					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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**Additional Goal #4**

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

<b>Additional Goal(s)</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>Additional Goal</b>			1.1. Students do not understand what skills are necessary for college and career readiness.	1.1. Students will be given opportunities to visit colleges and universities and have more access to the College and Career Center.	1.1. Administration, Guidance Counselors, Classroom teachers	1.1. Testing Data School Data such as sign in sheets at the College and Career Center and appointments with Guidance Counselors	1.1. Testing Data, School Data such as sign in sheets at the College and Career Center and appointments with Guidance Counselors
<b>Additional Goal #4:</b> Increase College and Career Readiness in both Reading (3 points) and Math (3 points) by 5% in each area.	<u>2012 Current Level</u> :*	<u>2013 Expected Level</u> :*					
	66.5% of students were College Ready in Reading	69.5% of students will be College Ready in Reading a 5% increase					
	61.5% of students were College Ready in Math	64.5% of students will be College Ready in Reading a 5% increase					
			1.2. Students do not understand how to read their test scores and transcripts.	1.2. Guidance Counselors will teach the students how to read their test scores and transcripts	1.2. Administration, Guidance Counselors, Classroom teachers	1.2. Testing Data School Data such as sign in sheets at the College and Career Center and appointments with Guidance Counselors	1.2. Testing Data School Data such as sign in sheets at the College and Career Center and appointments with Guidance Counselors
			1.3.	1.3.	1.3.	1.3.	1.3.

**Additional Goal #5**

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

<b>Additional Goal(s)</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>Additional Goal</b>			1.1. Low enrollment in classes that would serve as ACT and SAT preparatory classes such as, AP and Dual Enrollment courses.	1.1. Students will be provided greater opportunities to be involved in AP and Dual Enrollment courses. They will meet with their counselors.	1.1. Administration, Guidance Counselors, Classroom teachers	1.1. ACT Data, SAT Data and class enrollment data	1.1. ACT Data, SAT Data and class enrollment data
<b>Additional Goal #5:</b> Increase by 5% - Students Earning at or Above 21.2 on the ACT	<u>2012 Current Level</u> :*	<u>2013 Expected Level</u> :*					



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and/or at/or Above 502 Verbal, 515 Math, and 494 Writing on the SAT  A 5% Score Increase would be as follows: <b>ACT</b> Total -20.7 to 21.3 <b>SAT</b> Verbal-509 to 524 Math -513 to 528 Writing -490 to 506	In the 2011 - 2012 school year Olympia High School Students earned at or Above 20.7 on the ACT and/or at/or Above 509 Verbal, 513 Math, and 490 Writing on the SAT	In the 2012 -2012 school year 5% more Olympia High School Students will earn at or Above 20.7 on the ACT and/or at/or Above 509 Verbal, 513 Math, and 490 Writing on the SAT					
			1.1 Limited SAT and ACT tutoring opportunities are available.	1.2. Provide more SAT and ACT tutoring opportunities. Provide transportation to and from the SAT and ACT tutoring opportunities if they are held on Saturdays.	1.2. Administration, Guidance Counselors, Classroom teachers	1.2. ACT Data, SAT Data and sign-in sheets	1.2. ACT Data, SAT Data and sign-in sheets
			1.3.	1.3.	1.3.	1.3.	1.3.

**Additional Goal #6**

\* 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
<b>Additional Goal</b>			1.1 Students do not let their parents know testing and tutoring information.	1.1. Increase communication with parents: including notes, phone calls, parent curriculum nights and F Letters.	1.1. Administration, deans, LRS, Reading Coach, teachers and	1.1. Reading FCAT data and benchmark data	1.1. Reading FCAT data and benchmark data
Additional Goal #6: Decrease the Achievement Gap for each identified subgroup by 10% by June 30, 2016 on the Reading FCAT.	2012 Current Level :*  Olympia High School School Wide 2011-2012 FCAT Reading Proficiency 61%  Subgroups: ELL 20.9% ED (FRL) 43.9% SWD 34.4% Black 38.9% Hispanic 52% Asian/Pac. Is. 70.9% Amer Ind/Ak Nat 40%	2013 Expected Level :*  An increase of 3% of for all subgroups below  Subgroups: ELL 22% ED (FRL) 45.5% SWD 35.5% Black 40% Hispanic 53.5% Asian/Pac. Is. 73.5% Amer Ind/Ak Nat 41.5%					

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		This will decrease the achievement gap in all subgroups.					
			1.1.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

**Additional Goal #7**

\* 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
<b>Additional Goal</b>			1.1 Higher achieving students do not want to take more than the required fine arts courses because the non-weighted courses lower their GPA.	1.1. Offer more AP and honors courses in fine arts and provide opportunities on Saturdays for students to take fine arts.	1.1. Guidance Counselor, Classroom teachers, and Administration	1.1. Enrollment Reports	1.1. Enrollment Reports
<b>Additional Goal #7:</b> Increase Fine Arts Enrollment by 5% (1 point)	2012 Current Level :* 19% - 554/2907 of students were enrolled in fine arts classes.	2013 Expected Level :* 20% - 592/2958 of students will be enrolled in fine arts classes.					
			1.2. There is limited time during the school day for additional fine arts classes.	1.2. Fine Arts courses will be offered for credit on Saturdays.	1.2. Guidance Counselor, Classroom teachers, and Administration	1.2. Enrollment Reports	1.2. Enrollment Reports
			1.3.	1.3.	1.3.	1.3.	1.3.

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**Additional Goal #8**

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

<b>Additional Goal(s)</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>Additional Goal</b>			1.1 Students who wish to attend are unable due to low GPA and/or discipline referrals.	1.1. Olympia High School will work with the technical centers to admit students who have the desire to attend.	1.1. Guidance Counselor, Classroom teachers, Administration, and technical center staff	1.1. Enrollment and school data	1.1. Enrollment and school data
<b>Additional Goal #8:</b> Olympia will continue to increase working cooperatively with technical centers.	<u>2012 Current Level</u> :*	<u>2013 Expected Level</u> :*					
	Olympia High School had 2% of (55/2800) attended technical centers during the 2011-2012 school year.	The goal for the 2012 -2013 school year is an increase of 10% to 2.2% of (61/2800) students will attend technical centers during the 2012-2013 school year.					
			1.2 Students and parents are not aware of the opportunities for enrollment in the technical centers	1.2. Guidance counselors and teachers will inform students of these opportunities	1.2. Guidance Counselor, Classroom teachers, Administration, and technical center staff	1.2. Enrollment and school data	1.2. Enrollment and school data
			1.3. Technical Centers have little time to coordinate together	1.3. Set bi-monthly meeting to focus on working together	1.3. Guidance Counselor, Classroom teachers, Administration, and technical center staff	1.3. Enrollment, school data, sign-in sheets for meetings a agendas	1.3. Enrollment, school data, sign-in sheets for meetings a agendas

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**Additional Goal #9**

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

<b>Additional Goal(s)</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Additional Goal</b>			11. Students who have been previously placed in ESE are no longer functioning under the same classification.	1.1. Implement MLSS and retest during the three year evaluation period when necessary.	1.1. Administration, Staffing Specialist, ESE inclusion teachers and core area teachers	1.1. Enrollment Classifications and retesting outcomes	1.1. Enrollment Classifications
Additional Goal #1: Olympia will continue to decrease disproportionate classification in special education	2012 Current Level :*	2013 Expected Level :*					
	16.5% (478/2894- including Gifted)	15% (443/2958) including Gifted)					
	7.8% (228/2894 excluding Gifted) students were in ESE programs at Olympia HS in 2011-2012	7% (207/2958 excluding Gifted) will be in ESE programs at Olympia HS in 2012 - 2013					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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**Additional Goal #10**

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

<b>Additional Goal(s)</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>Additional Goal</b>			1.1. Some students struggle to complete and turn-in assignments in Algebra I class.	1.1. Tutoring will be made available to students.	1.1. Administration, Guidance, teachers, and National Honor Society	1.1. Enrollment Reports/Performance Data	1.1. EOC data, Enrollment Reports/Performance Data
Additional Goal #10: Increase by 6% (3 points) - Successful Completion of Algebra I Prior to 10 <sup>th</sup> Grade. Based on EOC Data, not grade data.	2012 Current Level :*	2013 Expected Level :*					
	52% (273/510) of students successfully completed Algebra I prior to 10 <sup>th</sup> grade in 2011 – 2012	55% of students will successfully complete Algebra I prior to 10 <sup>th</sup> grade in 2012 - 2013					
			1.2 Some students do not have the necessary pre skills to be proficient in Algebra I.	1.2. Intensive math classes will be offered as an elective during the school day in order to strengthen the student’s math skills. Saturday Math and Algebra I tutoring will be made available.	1.2. Administration, Guidance, teachers, and National Honor Society	1.2. Enrollment Reports/Performance Data	1.2. EOC data, Enrollment Reports/Performance Data
			1.3.	1.3.	1.3.	1.3.	1.3.

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**Additional Goals Professional Development**

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

**Additional Goals Budget (Insert rows as needed) Approximate**

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			
			<b>Subtotal: \$00.00</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			<b>Subtotal: \$00.00</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			<b>Subtotal: \$00.00</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
N/A			
			<b>Subtotal: \$00.00</b>
			<b>Total: \$00.00</b>

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*End of Additional Goal(s)*

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

Please provide the total budget from each section.	
<b>Reading Budget</b>	<b>Total: \$174,791.15</b>
<b>CELLA Budget</b>	<b>Total: \$00.00</b>
<b>Mathematics Budget</b>	<b>Total: \$25,000.00</b>
<b>Science Budget</b>	<b>Total: \$00.00</b>
<b>Writing Budget</b>	<b>Total: \$00.00</b>
<b>Civics Budget</b>	<b>Total: \$00.00</b>
<b>U.S. History Budget</b>	<b>Total: \$00.00</b>
<b>Attendance Budget</b>	<b>Total: \$24,695.00</b>
<b>Suspension Budget</b>	<b>Total: \$00.00</b>
<b>Dropout Prevention Budget</b>	<b>Total: \$24,000.00</b>
<b>Parent Involvement Budget</b>	<b>Total: \$200.00</b>
<b>STEM Budget</b>	<b>Total: \$00.00</b>
<b>CTE Budget</b>	<b>Total: \$00.00</b>
<b>Additional Goals</b>	<b>Total: \$00.00</b>
	<b>Grand Total: \$248,686.15</b>

**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.
Monthly Meetings

Describe the projected use of SAC funds.	Amount
Mini-Grants	Pending
TBA	TBA