

Florida Department of Education

DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Tenoroc High School	District Name: Polk
Principal: Jason C. Looney	Superintendent: Dr. Sherrie Nickel
SAC Chair: Betty K. Tucker	Date of School Board Approval:

Student Achievement Data:

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](#)

Highly Effective Administrators

April 2012

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
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Principal	Jason C. Looney	MS Educational Leadership, BS Physical Education; Certification: Physical Education (K-12), Educational Leadership (K-12), Principal Certification (K-12)	0	8	<p>During his former assignment as Assistant Principal of George Jenkins HS in 2010-2011: School Grade: B, Reading Mastery: 46%; Math Mastery: 72%; AYP: 77%, White Black, Hispanic, Economically Disadvantaged, Students with Disabilities did not make AYP in Reading; Black, Hispanic, Economically Disadvantaged, Students with Disabilities did not make AYP in Math; Assistant Principal of George Jenkins HS in 2009-2010: Grade: B; Reading Mastery: 50%; Math Mastery: 75%; AYP: 69%, White Black, Hispanic, Economically Disadvantaged, Students with Disabilities did not make AYP in Reading; Black, Hispanic, Economically Disadvantaged, Students with Disabilities did not make AYP in Math; Assistant Principal of George Jenkins HS in 2008-2009: Grade: C. Reading Mastery: 52%, Math Mastery: 77%. AYP: 74%, White, Black, Hispanic, FRPL, and SWD did not make AYP in Reading; Black, Hispanic, FRPL, and SWD did not make AYP in Math. Assistant Principal of George Jenkins HS in 2007-2008: Grade: B. Reading Mastery: 53%, Math mastery: 77%. AYP: 59%, White, Black, Hispanic, FRPL, and SWD did not make AYP in Reading; Black, Hispanic, FRPL, and SWD did not make AYP in Math. Assistant Principal of George Jenkins HS in 2006-2007: Grade: B. Reading Mastery: 52%, Math Mastery: 76%. AYP: 67%, Black, Hispanic, FRPL, and SWD did not make AYP in Reading; Black, FRPL, and SWD did not make AYP in Math. Assistant Principal of George Jenkins HS in 2005-2006: Grade: B. Reading Mastery: 48%, Math Mastery: 73%. AYP: 72%, Black, Hispanic, FRPL, and SWD did not make AYP in Reading; Black, Hispanic, FRPL, and SWD did not make AYP in Math. Assistant Principal of George Jenkins HS in 2006-2007: Grade: B. Reading Mastery: 52%, Math Mastery: 76%. AYP: 67%, Black, Hispanic, FRPL, and SWD did not make AYP in Reading; Black, FRPL, and SWD did not make AYP in Math. Assistant Principal of George Jenkins HS in 2005-2006: Grade: B. Reading Mastery: 48%, Math Mastery: 73%. AYP: 72%, Black, Hispanic, FRPL, and SWD did not make AYP in Reading; Black, Hispanic, FRPL, and SWD did not make AYP</p>
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					in Math. Dean of Students Lakeland HS in 2004-2005: Grade: C. Reading Mastery 38%, Math Mastery: 68%. AYP: 77%, Black, FRPL, and SWD did not make AYP in Reading; Black, FLRP, SWD did not make AYP in Math.
Assistant Principal	Daniel Renz	MFA in Theatre, MA Secondary Education, BFA in Theatre; Certifications: Educational Leadership, Drama.	6	5	Assistant Principal of Tenoroc HS in 2011-2012: School Grade: Pending, Reading Mastery: 37%; Math Mastery: 31%; AYP: White Black, Hispanic, Economically Disadvantaged, Students with Disabilities did not make AYP in Reading; Black, Hispanic, Economically Disadvantaged, Students with Disabilities did not make AYP in Math; Assistant Principal of Tenoroc HS in 2010-2011: School Grade: D, Reading Mastery: 30%; Math Mastery: 65%; AYP: 70%, White Black, Hispanic, Economically Disadvantaged, Students with Disabilities did not make AYP in Reading; 38% Black, Hispanic, Economically Disadvantaged, Students with Disabilities did not make AYP in Math; Assistant Principal of Tenoroc HS in 2009-2010: Grade: D; Reading Mastery: 30%; Math Mastery: 59%; AYP: 68%, White Black, Hispanic, Economically Disadvantaged, Students with Disabilities did not make AYP in Reading; 47% Black, Hispanic, Economically Disadvantaged, Students with Disabilities did not make AYP in Math; Assistant Principal of Tenoroc HS in 2008-2009: Grade: D. Reading Mastery: 36%, Math Mastery: 58%. AYP: 61%, White, 85% Black, and 73% SD did not make AYP in Reading; 40% White, 67% Black and 53% SD did not make AYP in Math.

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Assistant Principal	Meesha J. Downing	MS in Educational Leadership, BS in Elementary Education; Ed.D Organizational Leadership. Certification: Elementary Education (K-6), Educational Leadership (K-12), Social Science (5-9)	5	3.0	Assistant Principal of Tenoroc HS in 2011-2012: School Grade: Pending, Reading Mastery: 37%; Math Mastery: 31%; AYP: White Black, Hispanic, Economically Disadvantaged, Students with Disabilities did not make AYP in Reading; Black, Hispanic, Economically Disadvantaged, Students with Disabilities did not make AYP in Math; Assistant Principal of Tenoroc HS in 2010-2011: School Grade: D, Reading Mastery: 30%; Math Mastery: 65%; AYP: 70%, White Black, Hispanic, Economically Disadvantaged, Students with Disabilities did not make AYP in Reading; 38% Black, Hispanic, Economically Disadvantaged, Students with Disabilities did not make AYP in Math; Assistant Principal of Tenoroc HS in 2009-2010: Grade: D; Reading Mastery: 30%; Math Mastery: 59%; AYP: 68%, White Black, Hispanic, Economically Disadvantaged, Students with Disabilities did not make AYP in Reading; 47% Black, Hispanic, Economically Disadvantaged, Students with Disabilities did not make AYP in Math; Dean of Tenoroc HS in 2008-2009: Grade: D. Reading Mastery: 36%, Math Mastery: 58%. AYP: 61%, White,85% Black, and 73% SD did not make AYP in Reading; 40% White, 67% Black and 53% SD did not make AYP in Math.
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Highly Effective Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
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Reading	Tiffany McNally		5	5	Reading AIF of Tenoroc HS in 2011-2012: School Grade: D, Reading Mastery: 37%; AYP: White Black, Hispanic, Economically Disadvantaged, Students with Disabilities did not make AYP in Reading; Reading AIF of Tenoroc HS in 2010-2011: School Grade: D, Reading Mastery: 30% AYP: 70%, White Black, Hispanic, Economically Disadvantaged, Students with Disabilities did not make AYP in Reading; Reading AIF of Tenoroc HS in 2009-2010: Grade: D; Reading Mastery: 30%; AYP: 68%, White Black, Hispanic, Economically Disadvantaged, Students with Disabilities did not make AYP in Reading; Reading Coach of Tenoroc HS in 2008-2009: Grade: D. Reading Mastery.
Science	LaChaz Cofield-Harris		5	2	Science AIF of Tenoroc HS in 2011-2012: School Grade: D, Science Mastery: 58%; Science AIF of Tenoroc HS in 2010-2011: School Grade: D, Science Mastery: 32%; Science Department Chair of Tenoroc HS 2009-2010, Science Mastery: 27%; Science Department Chair of Tenoroc HS 2008-2009, Science Mastery: 22%;
Math	Deborah Jones		5	1	Math AIF of Tenoroc HS in 2011-2012: School Grade: D, Math Mastery: 31%; Black, Hispanic, Economically Disadvantaged, Students with Disabilities did not make AYP in Math; Math AIF of Tenoroc HS in 2010-2011: School Grade: D, Math Mastery: 65%; 38% Black, Hispanic, Economically Disadvantaged, Students with Disabilities did not make AYP in Math; Math Chair 2009-2010, Math Mastery: 58%. AYP: 40% White, 67% Black and 53% SD did not make AYP.

Highly Effective Teachers

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

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Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Tenoroc New Teacher Program (P.E.B.B.L.E. Mentoring Program)	Meesha J. Downing/Kendis D. Clark	June 2013	
2. Tenoroc Teacher Mentoring Program	Instructional Coaches	June 2013	
3.			
4.			

Non-Highly Effective Instructors

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

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective

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
88	2.6% (2)	19.5% (15)	41.6% (32)	36.4% (28)	39% (30)	97% (85)	15.6% (12)	1.3% (1)	27.3% (21)

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Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
LaChaz Cofield-Harris	Casey Zych	Similar Certifications	P.E.B.B.L.E. Mentoring Program
Dave Robson	Mathew Yancey	Similar Certifications	P.E.B.B.L.E. Mentoring Program
Diane Bondurant	Stephen Deck	Similar Certifications	P.E.B.B.L.E. Mentoring Program
Tiffany McNally	Inga Jennings	Similar Certifications	P.E.B.B.L.E. Mentoring Program
LaChaz Cofield-Harris	Tabitha Morelli	Similar Certifications	P.E.B.B.L.E. Mentoring Program
Deborah Jones	Teiauna Nettles	Similar Certifications	P.E.B.B.L.E. Mentoring Program
Erin Dawe	Charlotte Randall	Similar Certifications	P.E.B.B.L.E. Mentoring Program
LaChaz Cofield-Harris	Valerie Clark	Similar Certifications	P.E.B.B.L.E. Mentoring Program

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.

<p>Title I, Part A Funds school-wide services to Tenoroc High School. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents.</p>
<p>Title I, Part C- Migrant Migrant students enrolled in Tenoroc High School will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.</p>

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<p>Title I, Part D Provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.</p>
<p>Title II Professional development resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds.</p>
<p>Title III Provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.</p>
<p>Title X- Homeless The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.</p>
<p>Supplemental Academic Instruction (SAI) SAI unit(s) provided to Tenoroc High School enhance student achievement by assisting with reading and science initiatives.</p>
<p>Violence Prevention Programs Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.</p>
<p>Nutrition Programs This school is a location for a summer feeding program for the community.</p>
<p>Housing Programs N/A</p>
<p>Head Start Head Start is not located on our campus.</p>
<p>Adult Education N/A</p>
<p>Career and Technical Education Students at Tenoroc have the option to participate in Power Academy, ROC COM Academy, Business Academy and Animal Science Academy. The academy assists students in acquiring an understanding of the power industry. The academy provides an opportunity for students to participate in hands-on training to explore the wide range of career opportunities related to power production and distribution.</p>
<p>Job Training Tenoroc High School has a partnership with Burlington Coat Factory and Lakeland Electric.</p>
<p>Other</p>

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

School-Based MTSS/RtI Team

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Identify the school-based MTSS Leadership Team. Jason Looney, Meesha Downing, Dan Renz, Carla Wiggs, Ebony Allen, Dwayne Johnson, Mike Thompson, Candace Kiella, Cassandra Rodriguez, Kendis Clark, Crystal Attinger, Maria Weinstock, Gary Kiger, Dan Farese, and Shari Byrd
Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The MTSS Leadership Team meets on a monthly basis to strategize ways to identify academic/behavioral issues and concerns, determine contributing factors to such issues and concerns, note appropriate interventions, and to monitor progress being made as a result of implementation of the MTSS Leadership Team's recommendations.
Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP? Through the use of FCAT and Discovery data, the MTSS Leadership Team identifies and organizes universal interventions to be implemented at various levels (i.e. school wide, grade level, classroom, small group as well as individual); it also allocates resources according to the severity of the issue at hand. The interventions identified in turn determine and drive the goals and strategies within the school improvement plan.
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. The Florida Differentiated Accountability Plan which previously determined the school's current status to be Prevent II is used to summarize tiered data.
Describe the plan to train staff on MTSS. It is through the monthly school-wide staff meeting, that the MTSS Leadership Team will encourage cooperation by articulating the goals and strategies devised, while continuously disseminating information. In addition, the MTSS Leadership Team will foster collaboration by leaving room for modification as additional subgroups are determined and taking suggestions from the staff to revise the plan as necessary.
Describe plan to support MTSS. To support MTSS, AIFs and Department Chairs along with the Counselors and ESE Facilitator will collaborate to provide necessary resources and services to be implemented for at risk students within the school setting to ensure progress and improvement.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Jason C. Looney (Principal), Daniel Renz (APC), Meesha Downing (APA), Tiffany McNally (Reading AIF), Diane Bondurant (Writing Coach), Toi Speed (Teacher), Shari Byrd (Teacher), LaChaz Cofield-Harris (Science AIF), Deborah Jones (Math AIF), Victor Smith/Kendis Clark (Title I Facilitator), Maria Weinstock (ESOL), Carla Wiggs (LEA), Crystal Attinger (Social Studies).
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT functions as a facilitator for initiatives that motivate, inspire, and encourage a culture of literacy and the implementation of the Continuous Improvement Model (C.I.M.).

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What will be the major initiatives of the LLT this year?
Continue Professional Learning Communities and the coaching cycle.

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.

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

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

Tenoroc uses the Continuous Improvement Model to teach reading strategies. The Continuous Improvement Model (CIM) Focus Calendar is implemented based on the reading comprehension skill sequence provided through data-based research and past best practices. The Reading Academic Intervention Facilitator works toward creating a comprehensive and effective calendar for teachers to support and incorporate specific FCAT reading skills. Each teacher receives a binder indicating the calendar of skills. Each month the Reading AIF models one focus strategy, and additional teaching strategies and materials for each benchmark are in the binder. Each classroom and large student gathering areas, such as the gymnasium and the cafeteria, have posters designating the focus skill currently covered. The Departmental Professional Learning Communities have set agendas providing opportunities for teachers to discuss their implementation and strategies of the Continuous Improvement Model.

****High Schools Only***

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

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

All teachers are asked to incorporate the focus skills from the CIM calendar into their class lessons. Receive data and reflect on the effectiveness and make adaptations to their lessons and review the skills. Posters listing the sequence of skills are posted in every classroom.

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?

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Each grade level meets with the guidance counselors to determine their career academic goals. Freshmen and Sophomores meet in a classroom setting for an information presentation based on academic excellence and career planning. Juniors and Seniors meet individually with their guidance counselors to discuss course selection based on academic and career goals. Juniors and Seniors will also attend the annual career fair. Senior students receiving ESE services participate in career experience to prepare for postsecondary transition.

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](#).

We were not in existence when the High School Feedback Report was last updated.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

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

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<p>1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</p>	<p>1a.1. Some students find that in the 9th/10th grades the passages are longer. Therefore, some students are not as confident when reading that length of a passage and answering questions under a time limit</p>	<p>1a.1 All students will be given one (ERP) passage a week to read based on different content and focus areas. These passages will contain 900 words or more. In the reading classrooms, they will be given one passage a week. In all content classrooms, students will plan extended passages as well (according to the district CISM timeline). The passages will be implemented following the CISM model and gradually released to the students throughout the course of the year.</p>	<p>1a.1. Reading AIF, Administration,</p>	<p>1a.1. The 900 word passages will be accompanied with questions that mimic FCAT higher order thinking questions and are based on the CIM focus calendar.</p>	<p>1a.1. (ERC) Data will be compiled into a spreadsheet that can be manipulated to analyze trends</p>		
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Reading Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<p>To increase student achievement, the administration and staff of Tenoroc High School plan to attain an increased 8% of students achieving an FCAT AL 3 or better. Also, 100% of the students who scored a level 3 in 2012 will maintain or increase that level in 2013.</p>							
	20% (148)	28% (190)					
		<p>1a.2. Some students do not have the vocabulary or background knowledge to be able to successfully answer the questions on the FCAT 2.0 test.</p>	<p>1a.2. Expose students to strategies to help them determine the meaning of unknown words like previewing vocabulary through CISM implementation and CIM strategies integrated throughout all content areas. Also, use Marzano's 6 steps in all content areas.</p>	<p>1a.2. Reading AIF, Administration, Department chairs, All Teachers</p>	<p>1a.2. CIM pre/post test data for Words and Phrases in context as well as achievement in vocabulary under the progress monitoring tool, Discovery.</p>	<p>1a.2. Data will be compiled into a spreadsheet that can be manipulated to analyze trends.</p>	

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		1a.3. A few teachers are still not using strategies consistently that encourage student engagement, reducing apathy through teaching tasks and assignments that are at the proficient level and providing grade level appropriate work.	1a.3. PLC formation to co-plan and co-planned lessons that include summarization, HOT questions/FCAT stems, cooperative learning/ collaborative pairs, use of graphic organizers, use of technology.	1a.3. Reading, Math and Science AIF's, Administration	1a.3. Walk-through observations	1a.3. Follow up from PD	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1b.1. Cognitively low across all academic spectrums. Attendance	1b.1. One to one instructional strategies, use of manipulative and visual cues. Parental Contact	1b.1. FAA	1b.1. Students Assessment Data	1b.1. ESE Teachers, Administration, LEA		

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Reading Goal #1b:	<u>2012 Current</u>	<u>2013 Expected</u>					
	Level of	Level of					
	Performance:*	Performance:*					
The number of students scoring proficient on the FAA will increase by 12% as compared to the 2012 FAA							
	57%(8)	69% (2)					
		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		

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<p>2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.</p>	<p>2a.1. Students at this level are not always engaged with the text in the different content areas because the texts and assignments are geared towards struggling readers instead of challenging these advanced readers.</p>	<p>2a.1. Implementation of the Reading in the Content Area (CISM) strategies in the Social Studies, Science and Language Arts classes.</p>	<p>2a.1. Reading AIF</p>	<p>2a.1. Discovery progress monitoring data.</p>	<p>2a.1. ERC (Endurance Reading Challenge) results.</p>		
<p>Reading Goal #2a: To increase student achievement, the administration and staff of Tenoroc High School plan to attain an increased 8% of students achieving an FCAT AL 4 or better. Also, 100% of the students who scored a level 4 or 5 in 2012 will maintain or increase that level in 2013.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>12% (89)</p>	<p>17% (123)</p>					

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		2a.2. Many students can't achieve a Reading FCAT level 4/5 because they are unable to reason or problem solve and aren't exposed to challenging texts that can begin the track to college readiness.	2a.2. Through coaching cycle and PLC with an emphasis on summarization, HOT questions/FCAT stems, cooperative learning/ collaborative pairs, use of graphic organizers, use of technology.	2a.2. Reading AIF, Administration	2a.2. Walk-through observations	2a.2. PLC follow-up	
		2a.3	2a.3	2a.3	2a.3	2a.3	
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2b.1.	2b.1.	2b.1.	2b.1.	2b.1.		
Reading Goal #2b: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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		2b.2.	2b.2.	2b.2.	2b.2.	2b.2.	
		2b.3	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		
3a. FCAT 2.0: Percentage of students making Learning Gains in reading.	3a.1. Because the actual FCAT 2.0 test is on the computer, that may cause some anxiety for students who have mostly prepared in a paper/pencil format throughout the year.	3a.1. Students will be tested using the Discovery program on computers 3 times during the school year. Reading teachers will also rotate into the lab during at least one PLC co-planned lesson to preview and give strategies for reading on the computer screen.	3a.1. Administration, Testing coordinator, Reading AIF, all teachers	3a.1. Target, student survey	3a.1. Teachers will be given professional development about how to view Discovery reports. They will look for patterns in their students overall weaknesses as well as individual scores. Teachers will then tailor instruction to fit the needs of their students.		

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Reading Goal #3a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
100% of ALL 9 th and 10 th grade students will make a year's worth (8 SS points) of learning gains in 2013. 100% retakers will also make learning gains from 2012 Spring test to 2012 Fall and if needed again in Spring 2013.							
	45% (325)	100% (724)					
		3a.2. Poor parental involvement and/or proficiency in reading leading to a lack of motivation or importance of reading.	3a.2. Contact and inform parents through call outs, Title One newsletter and contact days (such as grade level parent breakfasts).	3a.2. All teachers, Administration, Title One Facilitator	3a.2. Student attendance and grades	3a.2. RSVP and attendance for parental functions, teacher call out logs	
		3a.3. A high percentage of our students already come to us with below grade level skills and cannot think critically.	3a.3. Teacher's will model using think alouds, extended learning activities, extended reading passages.	3a.3. All teachers, Reading teachers, Reading AIF, Administration	3a.3. Discovery progress monitoring data, CIM pre/post test data, student grades	3a.3. Reading Roc's Fair, classroom walkthroughs	

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<p>3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.</p>	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.		
<p>Reading Goal #3b: <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.	
		3b.3.	3b.3.	3b.3.	3b.3.	3b.3.	
<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 group:</p>	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.</p>	<p>4a.1. Apathy. Many students in the bottom 25% have simply given up after failing for so long. They are the least likely to care about making learning gains because they feel like they will never pass anyway.</p>	<p>4a.1. The climate at Tenoroc High School is centered around building relationships. Teachers are encouraged to contact parents at the beginning of the year and to do what they can to meet the needs of students as much as possible. Tenoroc teachers make accommodations for their students the address the possible fulfillment of Maslow's hierarchy of needs so that the students can focus on what they need to on the test.</p>	<p>4a.1. All staff.</p>	<p>4a.1. The Title I coordinator is involved in contacting parents as well as all teachers. Then the principal is notified if a student is sleeping in class or generally seems disinterested.</p>	<p>4a.1. Student grades, data folder for Mentors and attendance.</p>		
<p>Reading Goal #4a: More than half of the students who rank in the bottom quartile for reading will make learning gains.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>63%(108)</p>	<p>100%(173)</p>					

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

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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011	63% (391)	32% (196)	16% (96)	8% (48)	4% (24)	2% (12)
<u>Reading Goal</u> <u>#5A:</u> To increase student achievement, the administration and staff of Tenoroc High School plan to decrease the non-proficient students (FCAT Reading Achievement Level 1's and 2's).							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p>	<p>5B.1. Insufficient interactive lesson activities to differentiate instruction.</p>	<p>5B.1. Provide professional development in the areas of technology through PLC's integration with direct and explicit instructional models. Teachers will use these as well as scaffolding techniques to build background knowledge.</p>	<p>5B.1. Instructional AIF's, Administration, teachers</p>	<p>5B.1. Classroom walk-through specific focus on differentiated instruction.</p>	<p>5B.1. Discovery, FCAT, CIM</p>		
<p><u>Reading Goal #5B:</u> Decrease number of students scoring AL 1's and 2's by 25% in each subgroup.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White:53%(22/415) Black: 75%(88/117) Hispanic:63% (91/144) Asian:0% (0/2) American Indian:67% (4/6)</p>	<p>White: 28% (116) Black:50% (58) Hispanic:38% (55) Asian: American Indian:42% (3)</p>					
		<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	<p>5B.2.</p>	
		<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	<p>5B.3.</p>	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>5C. English Language Learners (ELL) not making satisfactory progress in reading.</p>	<p>5C.1. Most ELLs begin school year with below grade level reading skills.</p>	<p>5C.1. Teachers with LYs implement ESOL strategies. Teachers will differentiate instruction. Teacher will teach root words, vocabulary in context, and build academic background knowledge by using technology (video, audio clips, PowerPoint Presentations, etc. Students enrolled in DEV LANG ARTS ESOL and/or DEV LANG ARTS ESOL-R use the Fast ForWord Reading Program forty minutes daily Student recruitment for after-school sessions</p>	<p>5C.1. Principal, APC, APA, ESOL and all other teachers, Paraprofessionals, other School Support Staff, District Staff</p>	<p>5C.1. Administer Formative Discovery assessments to students in August/ September, November/ December and February Data from Fast ForWord Progress Tracker for students enrolled in DEV LANG ARTS ESOL and/ or DEV LANG ARTS ESOL-R. The Principal, APC, APA, and District Staff walk through classrooms and do targeted observations to monitor the teachers in their implementation of these targeted strategies.</p>	<p>5C.1. Classroom Walkthroughs by the Principal, APC, APA, and District Staff Lesson Plans Teacher made assessments Fast ForWord Progress Tracker Discovery progress monitoring data, CIM pre/post test data, ERC data, student grades, OnlineIPT, IPT-3 English Reading & Writing, and Ticket-Out-The-Door</p>		

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<u>Reading Goal</u> <u>#5C:</u>	<u>2012 Current</u> <u>Level of</u> <u>Performance:*</u>	<u>2013 Expected</u> <u>Level of</u> <u>Performance:*</u>					
<p>100% of the 9th and 10th grade LYs who scored Proficient in Reading, 2013.</p> <p>8% of the 9th, 10th, and 11th grade LYs who scored below Proficient in Reading on the 2012 FCAT will improve that score in 2013.</p>							
	<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>					
		<p>5C.2. Limited reading at home due to lack of parent literacy</p>	<p>5C.2. Teachers plan, integrate, & model Think-Aloud strategies to increase reading comprehension.</p> <p>All teachers provide time for sustained silent reading during second period each day.</p> <p>Students enrolled in DEV LANG ARTS ESOL and/or DEV LANG ARTS ESOL-R use the Fast ForWord Reading Program forty minutes daily</p> <p>Student recruitment for after-school sessions.</p>	<p>5C.2. Principal, APC, APA, ESOL and all other teachers, Paraprofessionals, other School Support Staff, District Staff</p>	<p>5C.2. Administer Formative Discovery assessments to students in August/September, November/December and February</p> <p>Data from Fast ForWord Progress Tracker for students enrolled in DEV LANG ARTS ESOL and/or DEV LANG ARTS ESOL-R.</p> <p>The Principal, APC, APA, and District Staff walk through classrooms and do targeted observations to monitor the teachers in their implementation of these targeted strategies.</p>	<p>5C.2. Classroom Walkthroughs by the Principal, APC, APA, and District Staff</p> <p>Lesson Plans</p> <p>Teacher made assessments</p> <p>Fast ForWord Progress Tracker</p> <p>Discovery progress monitoring data, CIM pre/post test data, ERC data, student grades, OnlineIPT, IPT-3 English Reading & Writing, and Ticket-Out-The-Door.</p>	

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		5C.3. Many ELLs become discouraged and simply give up after failing numerous tests.	5C.3. Teachers, guidance counselors, the administration, and (if possible) parents/guardians will meet with the struggling ELL to plan and implement the steps needed for a successful school experience. Teachers with LYs implement ESOL strategies.	5C.3. Principal, APC, APA, ESOL and all other teachers, Paraprofessionals, other School Support Staff, District Staff	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>5D.1. Some inclusion students may not always receive the services they are entitled to such as extended time or highlighting.</p>	<p>5D.1. Teachers will identify (based on data) all students in their classes that fall into these subgroups. Teachers will analyze IEP's, reading data to determine specific areas to target. Students will be encouraged to self-advocate and use other available resources.</p>	<p>5D.1. LEA facilitator, ESE and inclusion teachers, Administration</p>	<p>5D.1. Data chats with Admin-Teacher and Teacher-student.</p>	<p>5D.1. FCAT data, Discovery</p>		
<p><u>Reading Goal</u> <u>#5D:</u> In 2013, 30% of students in the SWD subgroup will make AMO in reading.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>77% (81)</p>	<p>70% (74)</p>					
		<p>5D.2.</p>	<p>5D.2.</p>	<p>5D.2.</p>	<p>5D.2.</p>	<p>5D.2.</p>	
		<p>5D.3.</p>	<p>5D.3.</p>	<p>5D.3.</p>	<p>5D.3.</p>	<p>5D.3.</p>	

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

Reading Professional Development

Professional						
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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CIM	9-12/all	Reading AIF	School wide	8/20/12 and throughout	Pre/post testing within the reading department; Endurance testing in all classes once a month; all teacher survey after each skill focus is completed, Saturday Academy for those who need more help..	Administration; Reading AIF
LFS	9-12/all	LFS AIF	School wide		Unit plan template to APC; school and district personnel walk through/observation	Administration
WAC	9-12/all	Writing Coach	School wide		Portfolio pieces: Survey, student examples	Administration

Reading Budget (Insert rows as needed)

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

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Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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	

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<p>1. Students scoring proficient in Listening/Speaking.</p>	<p>1.1. ELLs face cultural adjustments and have oftentimes limited or no English language skills upon arrival in the United States.</p>	<p>1.1. All teachers with LYs implement ESOL strategies.</p> <p>All teachers will use structured activities that support student-to-student or group interaction which require ELLs to contribute to the assignment and practice their English Listening/Speaking skills.</p> <p>Teachers will circulate and verbally provide occasional error correction within cooperative groups.</p> <p>Students enrolled in DEV LANG ARTS ESOL and/or DEV LANG ARTS ESOL-R use the Fast ForWord Reading Program forty minutes daily.</p>	<p>1.1. Principal, APC, APA, ESOL and all other teachers, Paraprofessionals, other School Support Staff, District Staff</p>	<p>1.1. Teacher Refection Student Feedback</p> <p>Face-to-face meetings or electronic communication between parents, principal, APC, APA, ESOL and all other teachers, paraprofessionals, other School Support Staff, District Staff</p> <p>ESOL strategies will be listed in Lesson Plans and their effectiveness is observed during classroom observations.</p> <p>The Principal, APC, APA, and District Staff walk through classrooms and do targeted observations to monitor the teachers in their implementation of these targeted strategies</p> <p>Data from Fast ForWord Progress Tracker for students enrolled in DEV LANG ARTS ESOL and/or DEV LANG ARTS ESOL-R.</p>	<p>Classroom Walkthroughs by the Principal, APC, APA, and District Staff</p> <p>Lesson Plans</p> <p>Teacher made assessments</p> <p>Fast ForWord Progress Tracker</p> <p>OnlineIPT</p>	
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<p><u>CELLA Goal #1:</u> 100% of the 9th, 10th, and 11th grade LYs who scored Proficient in Listening/Speaking, but NOT in Reading and Writing, on the 2012 CELLA will maintain that score in 2013.</p> <p>8% of the 9th, 10th, and 11th grade LYs who scored below Proficient in Listening/Speaking on the 2012 CELLA will improve that score in 2013.</p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					
	<p>62% of all LYs scored Proficient in Listening/Speaking on the 2012 CELLA.</p>					

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		<p>1.2. Parents insist that their ELLs maintain the use of the native language at home as a connection to their homeland and heritage.</p>	<p>1.2. All teachers will encourage ELLs to embrace their own culture as they learn the new language.</p> <p>With the help of the bilingual paraprofessional faculty and staff will establish and maintain open communication between students, parents, teachers, and the community.</p> <p>Organize two PLC Meetings with a possible guest speaker during the school year.</p> <p>All teachers with LYs implement ESOL strategies.</p> <p>All teachers will use structured activities that support student-to-student or group interaction which require ELLs to contribute to the assignment and practice their English Listening/Speaking skills.</p> <p>Teachers will circulate and verbally provide occasional error correction within cooperative groups.</p>	<p>1.2. Principal, APC, APA, ESOL and all other teachers, paraprofessionals, other School Support Staff, and District Staff</p>	<p>1.2. Teacher Reflection</p> <p>Student Feedback</p> <p>Parental Feedback</p> <p>Face-to-face meetings or electronic communication between parents, principal, APC, APA, ESOL and all other teachers, paraprofessionals, other School Support Staff, District Staff</p> <p>ESOL strategies will be listed in Lesson Plans and their effectiveness is observed during classroom observations.</p> <p>The Principal, APC, APA, and District Staff walk through classrooms and do targeted observations to monitor the implementation of ESOL strategies, structured strategies that support student-to-student or group interaction.</p> <p>Data from Fast ForWord Progress Tracker for students enrolled in DEV LANG ARTS ESOL and/or DEV LANG ARTS ESOL-R.</p>	<p>1.2. Classroom Walkthroughs by the Principal, APC, APA, and District Staff</p> <p>Lesson Plans</p> <p>Teacher made assessments</p> <p>Fast ForWord Progress Tracker</p> <p>OnlineIPT</p> <p>Ticket-Out-The-Door Responses from parents after PLC Meetings.</p>
		1.3. Frequent absences	<p>1.3. Minimize the number of ELLs with excessive absences and tardies - ultimately improving student grades and passing rates on standardized tests.</p> <p>Student attendance is checked daily and students with excessive absences will be monitored and counseled.</p>	1.3. Teachers, APA, Attendance Clerk, School Social Worker, Guidance	<p>1.3. Attendance Records, students' grades, and data from Fast ForWord Progress Tracker for students enrolled in DEV LANG ARTS ESOL and/or DEV LANG ARTS ESOL-R.</p>	<p>1.3. Grade Book</p> <p>Fast ForWord Progress Tracker</p> <p>Telephone and email records</p>
Students read in English at grade level text 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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<p>2. Students scoring proficient in Reading.</p>	<p>2.1. Most ELLs begin school year with below grade level reading skills.</p>	<p>2.1. Teachers with LYs implement ESOL strategies.</p> <p>Teachers will differentiate instruction.</p> <p>Teacher will teach root words, vocabulary in context, and build academic background knowledge by using technology (video, audio clips, PowerPoint Presentations, etc.</p> <p>Students enrolled in DEV LANG ARTS ESOL and/or DEV LANG ARTS ESOL-R use the Fast ForWord Reading Program forty minutes daily</p> <p>Student recruitment for after-school sessions</p>	<p>2.1. Principal, APC, APA, ESOL and all other teachers, Paraprofessionals, other School Support Staff, District Staff</p>	<p>2.1. Administer Formative Discovery assessments to students in August/September, November/December and February</p> <p>Data from Fast ForWord Progress Tracker for students enrolled in DEV LANG ARTS ESOL and/or DEV LANG ARTS ESOL-R.</p> <p>The Principal, APC, APA, and District Staff walk through classrooms and do targeted observations to monitor the teachers in their implementation of these targeted strategies.</p>	<p>2.1. Classroom Walkthroughs by the Principal, APC, APA, and District Staff</p> <p>Lesson Plans</p> <p>Teacher made assessments</p> <p>Fast ForWord Progress Tracker</p> <p>Discovery progress monitoring data, CIM pre/post test data, ERC data, student grades, OnlineIPT, IPT-3 English Reading & Writing, and Ticket-Out-The-Door</p>	
<p><u>CELLA Goal #2:</u></p> <p>100% of the 9th and 10th grade LYs who scored Proficient in Reading, but NOT in Listening/Speaking and Writing, on the 2012 CELLA will maintain that score in 2013.</p> <p>8% of the 9th, 10th, and 11th grade LYs who scored below Proficient in Reading on the 2012 CELLA will improve that score in 2013.</p>	<p><u>2012 Current Percent of Students Proficient in Reading :</u></p>					
	<p>18% of all LYs scored Proficient in Reading on the 2012 CELLA</p>					

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		2.2. Limited reading at home due to lack of parent literacy.	2.2. Teachers plan, integrate, & model Think-Aloud strategies to increase reading comprehension. Students enrolled in DEV LANG ARTS ESOL and/or DEV LANG ARTS ESOL-R use the Fast ForWord Reading Program forty minutes daily Student recruitment for after-school sessions.	2.2. Principal, APC, APA, ESOL and all other teachers, Paraprofessionals, other School Support Staff, District Staff	2.2. Administer Formative Discovery assessments to students in August/September, November/December and February, Data from Fast ForWord Progress Tracker for students enrolled in DEV LANG ARTS ESOL and/or DEV LANG ARTS ESOL-R. The Principal, APC, APA, and District Staff walk through classrooms and do targeted observations to monitor the teachers in their implementation of these targeted strategies.	2.2. Classroom Walkthroughs by the Principal, APC, APA, and District Staff Lesson Plans Teacher made assessments Fast ForWord Progress Tracker Discovery progress monitoring data, CIM pre/post test data, ERC data, student grades, OnlineIPT, IPT-3 English Reading & Writing, and Ticket-Out-The-Door
		2.3 Many ELLs become discouraged and simply give up after failing numerous tests.	2.3 Teachers, guidance counselors, the administration, and (if possible) parents/guardians will meet with the struggling ELL to plan and implement the steps needed for a successful school experience. Teachers with LYS implement ESOL strategies.	2.3 Principal, APC, APA, ESOL and all other teachers, Paraprofessionals, other School Support Staff, District Staff	2.3 Administer Formative Discovery assessments to students in August/September, November/December and February, Data from Fast ForWord Progress Tracker for students enrolled in DEV LANG ARTS ESOL and/or DEV LANG ARTS ESOL-R. The Principal, APC, APA, and District Staff walk through classrooms and do targeted observations to monitor the teachers in their implementation of these targeted strategies Teacher Reflection Student Feedback Parental Feedback	2.3 Classroom Walkthroughs by the Principal, APC, APA, and District Staff Lesson Plans Teacher made assessments Fast ForWord Progress Tracker Discovery progress monitoring data, CIM pre/post test data, ERC data, student grades, OnlineIPT, IPT-3 English Reading & Writing, and Ticket-Out-The-Door.
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	

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<p>3. Students scoring proficient in Writing.</p>	<p>2.1. Most ELLs begin school year with below grade level writing skills.</p>	<p>2.1. Teachers with LYs implement ESOL strategies.</p> <p>LYs participate in WAC (Writing across the Curriculum) in all classes for a variety of purposes.</p> <p>Students enrolled in DEV LANG ARTS ESOL and/or DEV LANG ARTS ESOL-R will write as an integral part of the class curriculum and receive continuous support from teacher with appropriate commentary on written assignments.</p> <p>Teachers will also use LFS pairing strategies to team proficient and non-proficient students.</p> <p>Students enrolled in DEV LANG ARTS ESOL and/or DEV LANG ARTS ESOL-R use the Fast ForWord Reading Program forty minutes daily</p>	<p>2.1. Principal, APC, APA, ESOL and all other teachers, Paraprofessionals, other School Support Staff, District Staff</p>	<p>2.1. Teachers produce two student samples of a writing assignment every nine weeks and include a writing component in their semester exam</p> <p>Data from Fast ForWord Progress Tracker for students enrolled in DEV LANG ARTS ESOL and/or DEV LANG ARTS ESOL-R.</p> <p>Classroom walkthrough, review of lesson plans, monitoring effective use of ESOL strategies and accommodations in the classroom.</p>	<p>2.1. Pre-writing, writing webs, edited papers, revised and refined papers, final writing products including essays, prose, poetry, among other writing samples.</p> <p>Student grades, OnlineIPT, IPT-3 English Reading & Writing, and Fast ForWord ProgressTracker.</p>	
<p><u>CELLA Goal #3:</u></p> <p>100% of the 9th, 10th, and 11th grade LYs who scored Proficient in Writing, but NOT in Listening/ Speaking and Reading, on the 2012 CELLA will maintain that score in 2013.</p> <p>8% of the 9th, 10th, and 11th grade LYs who scored below Proficient in Writing on the 2012 CELLA will improve that score in 2013.</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					

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	25% of all LYs scored Proficient in Writing on the 2012 CELLA.					
		2.2. LYs have difficulty focusing and organizing cohesive thoughts for writing and communicating.	2.2. Teachers with LYs implement ESOL strategies. Teachers will utilize pre-writing techniques to ensure LYs know how to organize their thinking. Students will be taught to use graphic organizers, webs, and brainstorming techniques to better organize their thoughts. Students will learn to use credible support in their writing and cite references in their writing.	2.2. Principal, APC, APA, ESOL and all other teachers, Paraprofessionals, other School Support Staff, District Staff	2.2. Teachers produce two student samples of a writing assignment every nine weeks and include a writing component in their .semester exam Data from Fast ForWord Progress Tracker for students enrolled in DEV LANG ARTS ESOL and/or DEV LANG ARTS ESOL-R. Classroom walkthrough, review of lesson plans, monitoring effective use of ESOL strategies and accommodations in the classroom.	2.2. Pre-writing, writing webs, edited papers, revised and refined papers, final writing products including essays, prose, poetry, among other writing samples. Student grades, OnlineIPT, IPT-3 English Reading & Writing, and Fast ForWord ProgressTracker.
		2.3 Foreign education, prior knowledge, and cultural experiences influence the writing outcome.	2.3 Teachers with LYs implement ESOL strategies. Teachers expose all students to multi-cultural and multi-genres of literature and writing samples. LYs participate in WAC (Writing across the Curriculum) in all classes for a variety of purposes and receive feedback for improvement regarding syntax, punctuation, and word choice.	2.3 Principal, APC, APA, ESOL and all other teachers, Paraprofessionals, other School Support Staff, District Staff	2.3 Teachers produce two student samples of a writing assignment every nine weeks and include a writing component in their .semester exam Data from Fast ForWord Progress Tracker for students enrolled in DEV LANG ARTS ESOL and/or DEV LANG ARTS ESOL-R. Classroom walkthrough, review of lesson plans, monitoring effective use of ESOL strategies and accommodations in the classroom.	2.3 Pre-writing, writing webs, edited papers, revised and refined papers, final writing products including essays, prose, poetry, among other writing samples. Student grades, OnlineIPT, IPT-3 English Reading & Writing, and Fast ForWord ProgressTracker.

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

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Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

High School	Mathematics	Problem-Solving Process to Increase Student Achievement						
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	ment						
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		
<p>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</p>	<p>1.1. A few teachers are still not using strategies consistently that encourage student engagement, reducing apathy through teaching, tasks and assignments that are at the proficient level and providing grade level appropriate work</p> <p>Students with limited background knowledge and skills.</p> <p>Students may not be motivated to learn</p> <p>Some students are not authentically engaged in the learning process.</p>	<p>1.1. Teachers utilize the gradual release model</p> <p>Explicit Vocabulary Instruction</p> <p>whiteboards, chart paper and grid chart paper for use with collaborative structures and accountable talk are available to improve student engagement</p> <p>Students take Computer Based Tests at least twice each year</p> <p>Graphic Organizers or foldables are used to focus attention and organize work.</p>	<p>1.1. Administrators, LEA Facilitator, Teachers</p>	<p>1.1. Higher proficiency on Computer-Based Benchmark Assessments;</p> <p>Higher proficiency on benchmark assessments or alternate assessment(Teachers)</p> <p>During planning time, results of assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. (Teachers)</p> <p>Semi-annual Data Chats; (Teachers)</p> <p>Classroom Walkthrough Data, review of Lesson plans, Review of Data & Binders (Administrators/ LEA Facilitator)</p> <p>The Principal, APC, APA, and District Staff walk through classrooms and do targeted observations to monitor the teachers in their implementation of these targeted strategies.</p>	<p>1.1. District Assessments; Alternative Assessments;</p>		

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<p><u>Mathematics Goal #1:</u> The results of the 2012 Florida Alternate Assessment indicate that 64%(9/14) of students scored in the middle levels (Level 4, 5, & 6) Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 4, 5, & 6) by 8 percentage points to 72%(10/14)</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>64% (9) of total (14) tested.</p>	<p>72% (10) of total (14) tested.</p>					
		<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	
<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 group:</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>		

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<p>2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</p>	<p>2.1. Students with limited background knowledge and skills. Some students are not authentically engaged in the learning process.</p>	<p>2.1. Teachers utilize the gradual release model Explicit Vocabulary Instruction whiteboards, chart paper and grid chart paper for use with collaborative structures and accountable talk are available to improve student engagement Students take Computer Based Tests at least twice each year Graphic Organizers or foldables are used to focus attention and organize work</p>	<p>2.1. Administrators, Guidance, LEA Facilitator, Teachers</p>	<p>2.1. District Computer-Based Benchmark Assessments; Higher proficiency on benchmark assessments (Teachers) During planning time, results of assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. (Teachers) Semi-annual Data Chats; (Teachers) Classroom Walkthrough Data, review of Lesson plans, Review of Data & Binders (Administrators/ LEA Facilitator)Facilitator)</p>	<p>2.1. District Assessments; Alternative Assessments;</p>		
<p><u>Mathematics Goal #2:</u> The results of the 2012 Florida Alternate Assessment indicate that 29%(4/14) of students scored in the upper level (Level 7 or above) Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency Level 7 or above by 8 percentage points to 37%(5/14)</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	29% (4) of total (14) tested.	37% (5) of total (14) tested.					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>3. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.</p>	<p>3.1. High percentage of low socio-economic family structure (disadvantage); evidenced by the following: incoming student reading and/or math skills are below grade level for the majority; Minimal parental involvement; Student apathy towards study/practice; Bus-riders unable to stay to use after school help or to make-up missed assignments/ tests; Absenteeism with work not made up. Minimal use of computer based practice and assessments.</p>	<p>3.1. Provide additional practice in solving equations that involve real world applications. Use Step/Error-analysis for students to identify learned concepts and eliminate misconceptions. Use Content Vocabulary strategies. Utilize a variety of strategies such as random call and/or H.O.T. questioning to engage students.</p>	<p>3.1. Administrators, Guidance, AIF-Math Coach, Department Head, Teachers</p>	<p>3.1. District Computer-Based Benchmark Assessments; During planning time, results of semi-monthly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. Departmental PLC's as support; Semi-annual Data Chats; Classroom Walkthrough Data</p>	<p>3.1. District Assessments; Alternative Assessments;</p>		
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Mathematics Goal #3:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
DATA NOT AVAILABLE							
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>4. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.</p>	<p>4.1. High percentage of low socio-economic family structure (disadvantage); evidenced by the following: incoming student reading and/or math skills are below grade level for the majority; Minimal parental involvement; Student apathy towards study/practice; Bus-riders unable to stay to use after school help or to make-up missed assignments/ tests; Absenteeism with work not made up. Minimal use of computer based practice and assessments.</p>	<p>4b.1. Provide additional practice in solving equations that involve real world applications. Use Step/Error-analysis for students to identify learned concepts and eliminate misconceptions. Use Content Vocabulary strategies. Utilize a variety of strategies such as random call and/or H.O.T. questioning to engage students.</p>	<p>4b.1. Administrators, Guidance, AIF-Math Coach, Department Head, Teachers</p>	<p>4b.1. District Computer-Based Benchmark Assessments; During planning time, results of semi-monthly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. Departmental PLC's as support; Semi-annual Data Chats; Classroom Walkthrough Data</p>	<p>4b.1. District Assessments; Alternative Assessments;</p>		
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Mathematics Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
DATA NOT AVAILABLE							
		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

Algebra End-of-Course (EOC) Goals

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

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

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<p>1. Students scoring at Achievement Level 3 in Algebra.</p>	<p>1.1. According to the 2012 Algebra 1 EOC assessment, all 3 Reporting Categories were of great difficulty for students.</p>	<p>1.1. Provide additional practice in function notation, and solving and graphing equations that involve real world applications.</p> <p>Use Step/Error-analysis for students to identify learned concepts and eliminate misconceptions.</p> <p>Use Content Vocabulary strategies.</p> <p>Utilize a variety of strategies such as random call and/or H.O.T. questioning to engage students.</p>	<p>1.1. Administrators, Guidance, AIF-Math Coach, Department Head, Teachers</p>	<p>1.1. District Computer-Based Benchmark Assessments; During planning time, results of semi-monthly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. Departmental PLC's as support; Semi-annual Data Chats; Classroom Walkthrough Data;</p>	<p>1.1. District Assessments; Algebra 1 EOC Assessments;</p>		
<p><u>Algebra Goal #1:</u></p> <p>The results of the 2012 Algebra 1 EOC assessment indicate that 20%(58) of students scored in the middle level (Level 3)</p> <p>Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 3) by 5 percentage points to 25% (72)</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>20%(58); Total tested 289</p>	<p>25% (72) if total tested = 289.</p>					

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		<p>1.2. High percentage of low socio-economic family structure (disadvantage); evidenced by the following: incoming student reading and/or math skills are below grade level for the majority; Minimal parental involvement; Student apathy towards study/practice; Bus-riders unable to stay to use after school help or to make-up missed assignments/tests; Absenteeism with work not made up.</p> <p>Minimal use of computer based practice and assessments.</p>	<p>1.2. <u>For Students:</u> School-wide high yield LFS and Content vocabulary strategies utilized; School-wide call-outs to parents; District letters sent home with students; After school help offered to students; School web-site with links to district site for EOC content information and free practice/resources with Computer-based self-practice/assessments for self-guided use. Availability of computer use in library. <u>For Teachers:</u> School-wide high yield LFS strategies utilized; District Math Site provides Course Guidelines with benchmarks and links to FLDOE sample problems, Item Specification and Content Limits for EOC and other resources; Regular District Math Updates with links and Live Meetings available; Collaborative planning; Data chats; Instructional tips and availability of one-on-one or team coaching for teachers during after school planning time.</p>	<p>1.2. Administrators, Guidance, AIF-Math Coach, Department Head, Teachers</p>	<p>1.2. District Computer-Based Benchmark Assessments; During planning time, results of semi-monthly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. Departmental PLC's as support; Semi-annual Data Chats; Classroom Walkthrough Data</p>	<p>1.2. District Assessments; Algebra 1 EOC Assessments;</p>	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.</p>	<p>2.1. According to the 2012 Algebra 1 EOC assessment, all 3 Reporting Categories were of great difficulty for students.</p>	<p>2.1. Provide additional practice in function notation, and solving and graphing equations that involve real world applications.</p> <p>Use Content Vocabulary Strategies.</p> <p>Use Step/Error-analysis for students to identify learned concepts and eliminate misconceptions.</p> <p>Utilize a variety of strategies such as random call and/or H.O.T. questioning to engage students.</p>	<p>2.1. Administrators, Guidance, AIF-Math Coach, Department Head, Teachers</p>	<p>2.1. District Computer-Based Benchmark Assessments; During planning time, results of semi-monthly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. Departmental PLC’s as support; Semi-annual Data Chats; Classroom Walkthrough Data;</p>	<p>2.1. District Assessments; Algebra 1 EOC Assessments;</p>		
<p><u>Algebra Goal #2:</u></p> <p>The results of the 2012 Algebra 1 EOC assessment indicate that 2%(5) of students scored in the upper levels (Levels 4-5)</p> <p>Our goal for the 2012-2013 school year is to increase the percentage of students achieving proficiency (Level 4-5) by 5 percentage points to 7% (20)</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	2%(5); total tested 289	7% (20); if total tested is 289					
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		<p>2.2.</p> <p>High percentage of low socio-economic family structure (disadvantage); evidenced by the following: incoming student reading and/or math skills are below grade level for the majority;</p> <p>Minimal parental involvement; Student apathy towards study/practice; Bus-riders unable to stay to use after school help or to make-up missed assignments/tests; Absenteeism with work not made up.</p> <p>Minimal use of computer based practice and assessments</p>	<p>2.2.</p> <p><u>For Students:</u> School-wide high yield LFS and Content Vocabulary strategies utilized; School-wide call-outs to parents; District letters sent home with students; After school help offered to students; School web-site with links to district site for EOC content information and free practice/resources with Computer-based self-practice/assessments for self-guided use. Availability of computer use in library.</p> <p><u>For Teachers:</u> School-wide high yield LFS strategies utilized; District Math Site provides Course Guidelines with benchmarks and links to FLDOE sample problems, Item Specification and Content Limits for EOC and other resources; Regular District Math Updates with links and Live Meetings available; Collaborative planning; Data chats; Instructional tips and availability of one-on-one or team coaching for teachers during after school planning time.</p>	<p>2.2.</p> <p>Administrators, Guidance, AIF-Math Coach, Department Head, Teachers</p>	<p>2.2.</p> <p>District Computer-Based Benchmark Assessments; During planning time, results of semi-monthly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. Departmental PLC's as support; Semi-annual Data Chats; Classroom Walkthrough Data</p>	<p>2.2.</p> <p>District Assessments; Algebra 1 EOC Assessments;</p>	
		2.3	2.3	2.3	2.3	2.3	

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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<p>3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>	<p>Baseline data 2010-2011 <u>10th FCAT Data Available for 2010-11</u> <u>59% (197) of 333 total number of students for Levels (3-5)</u></p> <p>The percentage of students reaching State Retrofit Achievement Level(s) 3-5 is 26% (102) of a total of 394 tested. (all grade levels) (25% passing)</p>	<p>Goal: Year(s) 1-2: 3-6% increase projected</p> <p>Actual: (1st year of Full implementation of State requirement of 9th grade to pass EOC) The percentage of students reaching State Achievement Level(s) 3-5 is 22% (63) of a total of 289 tested.</p>	<p>Goal: Year(s) 1-2: 3-6% increase projected</p>	<p>Goal: Year(s) 3-4: 5-8% increase projected</p>	<p>Goal: Year(s) 3-4: 5-8% increase projected</p>	<p>Goal: Year(s) 5-6: 7-10% increase projected</p>	<p>Goal: Year(s) 5-6: 7-10% increase projected</p>
<p><u>Algebra Goal #3A:</u></p> <p>Our goal for each year is to increase the percentage of students achieving levels 3-5 by 8% over the previous year; thus increasing the percentage of students scoring at AL3-5 and reducing the percentage of students scoring at AL 1-2.</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 subgroup:</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>		

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<p>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.</p>	<p>3B.1. White: Black: Hispanic: Asian: American Indian:</p> <p>According to the 2012 Algebra 1 EOC assessment, all 3 Reporting Categories were of great difficulty for students.</p> <p>High percentage of low socio-economic family structure (disadvantage); evidenced by the following: incoming student reading and/or math skills are below grade level for the majority; Minimal parental involvement; Student apathy towards study/practice; Bus-riders unable to stay to use after school help or to make-up missed assignments/ tests; Absenteeism with work not made up.</p> <p>Minimal use of computer based practice and assessments</p>	<p>3B.1. Provide additional practice in solving equations that involve real world applications.</p> <p>Use Step/Error-analysis for students to identify learned concepts and eliminate misconceptions.</p> <p>Use Content Vocabulary strategies.</p> <p>Utilize a variety of strategies such as random call and/or H.O.T. questioning to engage students.</p> <p>After school help offered to students; School web-site with links to district site for EOC content information and free practice/resources with Computer-based self-practice/ assessments for self-guided use.</p> <p>Availability of computer use in library.</p>	<p>3B.1. Administrators, Guidance, AIF-Math Coach, Department Head, Teachers</p>	<p>3B.1. District Computer-Based Benchmark Assessments; During planning time, results of semi-monthly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. Departmental PLC's as support; Semi-annual Data Chats; Classroom Walkthrough Data;</p>	<p>3B.1. District Assessments; Algebra 1 EOC Assessments;</p>		
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<p>Algebra Goal #3B: Our goal for each year is to increase the percentage of students achieving levels 3-5 by 8% over the previous year; thus increasing the percentage of students scoring at AL3-5 <u>and</u> reducing the percentage of students scoring at AL 1-2.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>DATA NOT AVAILABLE</p>	<p>DATA NOT AVAILABLE</p>					
		<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	<p>3B.2.</p>	
		<p>3B.3.</p>	<p>3B.3.</p>	<p>3B.3.</p>	<p>3B.3.</p>	<p>3B.3.</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 subgroup:</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>		

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<p>3C. English Language Learners (ELL) not making satisfactory progress in Algebra.</p>	<p>3C.1. According to the 2012 Algebra 1 EOC assessment, all 3 Reporting Categories were of great difficulty for students. High percentage of low socio-economic family structure (disadvantage); evidenced by the following: incoming student reading and/or math skills are below grade level for the majority; Minimal parental involvement; Student apathy towards study/practice; Bus-riders unable to stay to use after school help or to make-up missed assignments/ tests; Absenteeism with work not made up. Minimal use of computer based practice and assessments</p>	<p>3C.1. Provide additional practice in solving equations that involve real world applications. Use Step/Error-analysis for students to identify learned concepts and eliminate misconceptions. Use Content Vocabulary strategies. Utilize a variety of strategies such as random call and/or H.O.T. questioning to engage students. After school help offered to students; School web-site with links to district site for EOC content information and free practice/resources with Computer-based self-practice/ assessments for self-guided use. Availability of computer use in library.</p>	<p>3C.1. Administrators, Guidance, AIF-Math Coach, Department Head, Teachers</p>	<p>3C.1. District Computer-Based Benchmark Assessments; During planning time, results of semi-monthly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. Departmental PLC's as support; Semi-annual Data Chats; Classroom Walkthrough Data;</p>	<p>3C.1. District Assessments; Algebra 1 EOC Assessments;</p>		
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<p><u>Algebra Goal #3C:</u></p> <p>Our goal for each year is to increase the percentage of students achieving levels 3-5 by 8% over the previous year; thus increasing the percentage of students scoring at AL3-5 and reducing the percentage of students scoring at AL 1-2.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>DATA NOT AVAILABLE</p>	<p>DATA NOT AVAILABLE</p>					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
<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 subgroup:</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>		

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<p>3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.</p>	<p>3D.1. According to the 2012 Algebra 1 EOC assessment, all 3 Reporting Categories were of great difficulty for students.</p> <p>High percentage of low socio-economic family structure (disadvantage); evidenced by the following: incoming student reading and/or math skills are below grade level for the majority; Minimal parental involvement; Student apathy towards study/practice; Bus-riders unable to stay to use after school help or to make-up missed assignments/tests; Absenteeism with work not made up.</p> <p>Minimal use of computer based practice and assessments</p>	<p>3D.1. Provide additional practice in solving equations that involve real world applications.</p> <p>Use Step/Error-analysis for students to identify learned concepts and eliminate misconceptions.</p> <p>Use Content Vocabulary strategies.</p> <p>Utilize a variety of strategies such as random call and/or H.O.T. questioning to engage students.</p> <p>After school help offered to students; School web-site with links to district site for EOC content information and free practice/resources with Computer-based self-practice/assessments for self-guided use. Availability of computer use in library.</p>	<p>3D.1. Administrators, Guidance, AIF-Math Coach, Department Head, Teachers</p>	<p>3D.1. District Computer-Based Benchmark Assessments; During planning time, results of semi-monthly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. Departmental PLC's as support; Semi-annual Data Chats; Classroom Walkthrough Data;</p>	<p>3D.1. District Assessments; Algebra 1 EOC Assessments;</p>		
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<p><u>Algebra Goal #3D:</u> Our goal for each year is to increase the percentage of students achieving levels 3-5 by 8% over the previous year; thus increasing the percentage of students scoring at AL3-5 and reducing the percentage of students scoring at AL 1-2.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>DATA NOT AVAILABLE</p>	<p>DATA NOT AVAILABLE</p>					
		<p>3D.2.</p>	<p>3D.2.</p>	<p>3D.2.</p>	<p>3D.2.</p>	<p>3D.2.</p>	
		<p>3D.3.</p>	<p>3D.3.</p>	<p>3D.3.</p>	<p>3D.3.</p>	<p>3D.3.</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 subgroup:</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>		

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<p>3E. Economically Disadvantaged students not making satisfactory progress in Algebra.</p>	<p>3E.1. According to the 2012 Algebra 1 EOC assessment, all 3 Reporting Categories were of great difficulty for students. High percentage of low socio-economic family structure (disadvantage); evidenced by the following: incoming student reading and/or math skills are below grade level for the majority; Minimal parental involvement; Student apathy towards study/practice; Bus-riders unable to stay to use after school help or to make-up missed assignments/tests; Absenteeism with work not made up. Minimal use of computer based practice and assessments</p>	<p>3E.1. Provide additional practice in solving equations that involve real world applications. Use Step/Error-analysis for students to identify learned concepts and eliminate misconceptions. Use Content Vocabulary strategies. Utilize a variety of strategies such as random call and/or H.O.T. questioning to engage students. After school help offered to students; School web-site with links to district site for EOC content information and free practice/resources with Computer-based self-practice/assessments for self-guided use. Availability of computer use in library.</p>	<p>3E.1. Administrators, Guidance, AIF-Math Coach, Department Head, Teachers</p>	<p>3E.1. District Computer-Based Benchmark Assessments; During planning time, results of semi-monthly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. Departmental PLC's as support; Semi-annual Data Chats; Classroom Walkthrough Data;</p>	<p>3E.1. District Assessments; Algebra 1 EOC Assessments;</p>		
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<p><u>Algebra Goal #3E:</u> Our goal for each year is to increase the percentage of students achieving levels 3-5 by 8% over the previous year; thus increasing the percentage of students scoring at AL3-5 and reducing the percentage of students scoring at AL 1-2.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>DATA NOT AVAILABLE</p>	<p>DATA NOT AVAILABLE</p>					
		<p>3E.2.</p>	<p>3E.2</p>	<p>3E.2.</p>	<p>3E.2.</p>	<p>3E.2.</p>	
		<p>3E.3</p>	<p>3E.3</p>	<p>3E.3</p>	<p>3E.3</p>	<p>3E.3</p>	

End of Algebra EOC Goals

Geometry End-of-Course Goals

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

<p>Geometry EOC Goals</p>	<p>Problem-Solving Process to Increase Student Achievement</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 group:</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>		

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<p>1. Students scoring at Achievement Level 3 in Geometry.</p>	<p>1.1. According to the 2012 Geometry EOC assessment, all 3 Reporting Categories were of difficulty for students.</p>	<p>1.1. Model the Transformation of 2D shapes into 3D shapes. Provide students with practice visualizing and drawing models of cross-sections of a range of geometric structures and solids. Use Content Vocabulary Strategies. Use Step/Error-analysis for students to identify and communicate learned concepts and eliminate misconceptions. Utilize a variety of strategies such as random call and/or H.O.T. questioning to engage students.</p>	<p>1.1. Administrators, Guidance, AIF/Math Coach, Department Head, Teachers</p>	<p>1.1. During planning time: District Computer-Based Benchmark Assessment data reviewed by teachers and results of semi-monthly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus and strategies as needed. Departmental PLC's as support; Semi-annual Data Chats; Classroom Walkthrough Data;</p>	<p>1.1. District Assessments; Geometry EOC Assessments.</p>		
<p>Geometry Goal #1: The results of the 2012 Geometry EOC assessment indicate that 29% (112) of 386 students scored in the middle third (Level 3). Our goal for the 2012-2013 school year is to increase the percentage of students scoring in the middle third (Level 3) by 5 percentage points to 34% (131).</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	29% (112) of 386 tested.	34% (131) if 386 are tested.					
		<p>1.2. High percentage of low socio-economic family structure (disadvantage); evidenced by the following: incoming student reading and/or math skills are below grade level for the majority; Minimal parental involvement; Student apathy towards study/practice; Bus-riders unable to stay to use after school help or to make-up missed assignments/tests; Absenteeism with work not made up.</p> <p>Minimal use of computer based practice and assessments.</p>	<p>1.2. <u>For Students:</u> School-wide high yield LFS and Content Vocabulary strategies utilized; School-wide call-outs to parents; District letters sent home with students; After school help offered to students; School web-site with links to district site for EOC content information with free resources for self-guided use. Availability of computer use in library.</p> <p><u>For Teachers:</u> School-wide high yield LFS strategies utilized; District Math Site provides Course Guidelines with benchmarks and links to FLDOE sample problems, Item Specification and Content Limits for EOC and other resources; Regular District Math Updates with links and Live Meetings available; Collaborative planning; Data chats; Instructional tips and availability of one-on-one or team coaching for teachers during after school planning time.</p>	<p>1.2. Administrators, Guidance, AIF-Math Coach, Department Head, Teachers</p>	<p>1.2. During planning time: District Computer-Based Benchmark Assessment data reviewed by teachers and results of semi-monthly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus and strategies as needed. Departmental PLC's as support; Semi-annual Data Chats; Classroom Walkthrough Data;</p>	<p>1.2. District Assessments; Geometry EOC Assessments.</p>	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</p>	<p>2.1. According to the 2012 Geometry EOC assessment, all 3 Reporting Categories were of difficulty for students.</p>	<p>2.1. Model the Transformation of 2D shapes into 3D shapes. Provide students with practice visualizing and drawing models of cross-sections of a range of geometric structures and solids. Use Content Vocabulary Strategies. Use Step/Error-analysis for students to identify and communicate learned concepts and eliminate misconceptions. Utilize a variety of strategies such as random call and/or H.O.T. questioning to engage students.</p>	<p>2.1. Administrators, Guidance, AIF/Math Coach, Department Head, Teachers</p>	<p>2.1. During planning time: District Computer-Based Benchmark Assessment data reviewed by teachers and results of semi-monthly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus and strategies as needed. Departmental PLC’s as support; Semi-annual Data Chats; Classroom Walkthrough Data;</p>	<p>2.1. District Assessments; Geometry EOC Assessments.</p>		

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<u>Geometry Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>The results of the 2012 Geometry EOC assessment indicate that 15% (58) of 386 students scored in the upper third (Levels 4-5).</p> <p>Our goal for the 2012-2013 school year is to increase the percentage of students scoring in the upper third (Levels 4-5) by 5 percentage points to 20% (77).</p>							
	15%(58) Of 386 tested.	23% (89) If 386 are tested.					

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		<p>2.2.</p> <p>High percentage of low socio-economic family structure (disadvantage); evidenced by the following: incoming student reading and/or math skills are below grade level for the majority;</p> <p>Minimal parental involvement; Student apathy towards study/practice; Bus-riders unable to stay to use after school help or to make-up missed assignments/tests; Absenteeism with work not made up.</p> <p>Minimal use of computer based practice and assessments.</p>	<p>2.2.</p> <p><u>For Students:</u> School-wide high yield LFS and Content Vocabulary strategies utilized; School-wide call-outs to parents; District letters sent home with students; After school help offered to students; School web-site with links to district site for EOC content information with free resources for self-guided use. Availability of computer use in library.</p> <p><u>For Teachers:</u> School-wide high yield LFS strategies utilized; District Math Site provides Course Guidelines with benchmarks and links to FLDOE sample problems, Item Specification and Content Limits for EOC and other resources; Regular District Math Updates with links and Live Meetings available; Collaborative planning; Data chats; Instructional tips and availability of one-on-one or team coaching for teachers during after school planning time.</p>	<p>2.2.</p> <p>Administrators, Guidance, AIF-Math Coach, Department Head, Teachers</p>	<p>2.2.</p> <p>During planning time: District Computer-Based Benchmark Assessment data reviewed by teachers and results of semi-monthly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus and strategies as needed. Departmental PLC's as support; Semi-annual Data Chats; Classroom Walkthrough Data;</p>	<p>2.2.</p> <p>District Assessments; Geometry EOC Assessments.</p>	
		2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	

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<p>3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</p>	<p>Baseline data 2010-2011 10th FCAT Data Available for 2010-11 59% (197) of 333 total number of students for Levels (3-5) No Geometry Data on File 2010-2011</p>	<p>Goal: Year 1: 8% increase projected Actual: (1st year of Implementation of State Geometry EOC) The percentage of students reaching the upper third of State Achievement is 15% (58) of 386 students</p>	<p>Goal: Year 2: 8% increase projected (1st year of Full implementation of State requirement <u>9th grade</u> to pass Geometry EOC)</p>	<p>Goal: Year 3: 8% increase projected</p>	<p>Goal: Year 4: 8% increase projected</p>	<p>Goal: Year 5: 8% increase projected</p>	<p>Goal: Year 6: 8% increase projected</p>
<p>Our goal for each year is to increase the percentage of students achieving levels 3-5 by 8% over the previous year; thus increasing the percentage of students scoring at AL3-5 <u>and</u> reducing the percentage of students scoring at AL 1-2.</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 subgroup:</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>		

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<p>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</p>	<p>3B.1. White: Black: Hispanic: Asian: American Indian:</p> <p>High percentage of low socio-economic family structure (disadvantage); evidenced by the following: incoming student reading and/or math skills are below grade level for the majority; Minimal parental involvement; Student apathy towards study/practice; Bus-riders unable to stay to use after school help or to make-up missed assignments/ tests; Absenteeism with work not made up. Minimal use of computer based practice and assessments.</p>	<p>3B.1.</p> <p>Model the Transformation of 2D shapes into 3D shapes.</p> <p>Provide students with practice visualizing and drawing models of cross-sections of a range of geometric structures and solids.</p> <p>Provide students with practice solving equations.</p> <p>Use Content Vocabulary Strategies.</p> <p>Use Step/Error-analysis for students to identify and communicate learned concepts and eliminate misconceptions.</p> <p>Utilize a variety of strategies such as random call and/or H.O.T. questioning to engage students.</p> <p>After school help offered to students; School web-site with links to district site for EOC content information and free practice/resources with Computer-based self-practice/ assessments for self-guided use. Availability of computer use in library.</p>	<p>3B.1. Administrators, Guidance, AIF-Math Coach, Department Head, Teachers</p>	<p>3B.1. District Computer-Based Benchmark Assessments; During planning time, results of semi-monthly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. Departmental PLC's as support; Semi-annual Data Chats; Classroom Walkthrough Data;</p>	<p>3B.1. District Assessments; Geometry EOC Assessments.</p>		
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<p>Geometry Goal #3B:</p> <p>Our goal for each year is to increase the percentage of students achieving levels 3-5 by 8% over the previous year; thus increasing the percentage of students scoring at AL3-5 <u>and</u> reducing the percentage of students scoring at AL 1-2.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>DATA NOT AVAILABLE</p>	<p>DATA NOT AVAILABLE</p>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	
<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 subgroup:</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>		

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<p>3C. English Language Learners (ELL) not making satisfactory progress in Geometry.</p>	<p>3C.1. According to the 2012 Geometry EOC assessment, all 3 Reporting Categories were of difficulty for students.</p> <p>High percentage of low socio-economic family structure (disadvantage); evidenced by the following: incoming student reading and/or math skills are below grade level for the majority; Minimal parental involvement; Student apathy towards study/practice; Bus-riders unable to stay to use after school help or to make-up missed assignments/ tests; Absenteeism with work not made up.</p> <p>Minimal use of computer based practice and assessments.</p>	<p>3C.1. Model the Transformation of 2D shapes into 3D shapes.</p> <p>Provide students with practice visualizing and drawing models of cross-sections of a range of geometric structures and solids.</p> <p>Provide students with practice solving equations.</p> <p>Use Content Vocabulary Strategies.</p> <p>Use Step/Error-analysis for students to identify and communicate learned concepts and eliminate misconceptions.</p> <p>Utilize a variety of strategies such as random call and/or H.O.T. questioning to engage students.</p> <p>After school help offered to students; School web-site with links to district site for EOC content information and free practice/resources with Computer-based self-practice/ assessments for self-guided use. Availability of computer use in library.</p>	<p>3C.1. Administrators, Guidance, AIF-Math Coach, Department Head, Teachers</p>	<p>3C.1. District Computer-Based Benchmark Assessments; During planning time, results of semi-monthly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. Departmental PLC's as support; Semi-annual Data Chats; Classroom Walkthrough Data;</p>	<p>3C.1. District Assessments; Geometry EOC Assessments.</p>		
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<p>Geometry Goal #3C:</p> <p>Our goal for each year is to increase the percentage of students achieving levels 3-5 by 8% over the previous year; thus increasing the percentage of students scoring at AL3-5 <u>and</u> reducing the percentage of students scoring at AL 1-2.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>DATA NOT AVAILABLE</p>	<p>DATA NOT AVAILABLE</p>					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
<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 subgroup:</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>		

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<p>3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.</p>	<p>3D.1. According to the 2012 Geometry EOC assessment, all 3 Reporting Categories were of difficulty for students.</p> <p>High percentage of low socio-economic family structure (disadvantage); evidenced by the following: incoming student reading and/or math skills are below grade level for the majority; Minimal parental involvement; Student apathy towards study/practice; Bus-riders unable to stay to use after school help or to make-up missed assignments/ tests; Absenteeism with work not made up.</p> <p>Minimal use of computer based practice and assessments.</p>	<p>3D.1. Model the Transformation of 2D shapes into 3D shapes.</p> <p>Provide students with practice visualizing and drawing models of cross-sections of a range of geometric structures and solids.</p> <p>Provide students with practice solving equations.</p> <p>Use Content Vocabulary Strategies.</p> <p>Use Step/Error-analysis for students to identify and communicate learned concepts and eliminate misconceptions.</p> <p>Utilize a variety of strategies such as random call and/or H.O.T. questioning to engage students.</p> <p>After school help offered to students; School web-site with links to district site for EOC content information and free practice/resources with Computer-based self-practice/ assessments for self-guided use. Availability of computer use in library.</p>	<p>3D.1. Administrators, Guidance, AIF-Math Coach, Department Head, Teachers</p>	<p>3D.1. District Computer-Based Benchmark Assessments; During planning time, results of semi-monthly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. Departmental PLC's as support; Semi-annual Data Chats; Classroom Walkthrough Data;</p>	<p>3D.1. District Assessments; Geometry EOC Assessments.</p>		
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<p>Geometry Goal #3D:</p> <p>Our goal for each year is to increase the percentage of students achieving levels 3-5 by 8% over the previous year; thus increasing the percentage of students scoring at AL3-5 <u>and</u> reducing the percentage of students scoring at AL 1-2.</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					
	<p>DATA NOT AVAILABLE</p>	<p>DATA NOT AVAILABLE</p>					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	
<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 subgroup:</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>		

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<p>3E. Economically Disadvantaged students not making satisfactory progress in Geometry.</p>	<p>3E.1. According to the 2012 Geometry EOC assessment, all 3 Reporting Categories were of difficulty for students.</p> <p>High percentage of low socio-economic family structure (disadvantage); evidenced by the following: incoming student reading and/or math skills are below grade level for the majority; Minimal parental involvement; Student apathy towards study/practice; Bus-riders unable to stay to use after school help or to make-up missed assignments/ tests; Absenteeism with work not made up.</p> <p>Minimal use of computer based practice and assessments.</p>	<p>3E.1. Model the Transformation of 2D shapes into 3D shapes.</p> <p>Provide students with practice visualizing and drawing models of cross-sections of a range of geometric structures and solids.</p> <p>Provide students with practice solving equations.</p> <p>Use Content Vocabulary Strategies.</p> <p>Use Step/Error-analysis for students to identify and communicate learned concepts and eliminate misconceptions.</p> <p>Utilize a variety of strategies such as random call and/or H.O.T. questioning to engage students.</p> <p>After school help offered to students; School web-site with links to district site for EOC content information and free practice/resources with Computer-based self-practice/ assessments for self-guided use. Availability of computer use in library.</p>	<p>3E.1. Administrators, Guidance, AIF-Math Coach, Department Head, Teachers</p>	<p>3E.1. District Computer-Based Benchmark Assessments; During planning time, results of semi-monthly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus as needed. Departmental PLC's as support; Semi-annual Data Chats; Classroom Walkthrough Data;</p>	<p>3E.1. District Assessments; Geometry EOC Assessments.</p>		
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<p>Geometry Goal #3E:</p> <p>Our goal for each year is to increase the percentage of students achieving levels 3-5 by 8% over the previous year; thus increasing the percentage of students scoring at AL3-5 <u>and</u> reducing the percentage of students scoring at AL 1-2.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>DATA NOT AVAILABLE</p>	<p>DATA NOT AVAILABLE</p>					
		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

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</p> <p>Please note that each Strategy does not require a professional development or</p>							
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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Analyzing Student Data (DATA DAY)	Math	District Staff Development Instructions; PLC Leader	District Wide/Dispersal of Teachers by Course or Team (Instructions TBD)	Monday, September 17, 2012	Product/Form turn-in	Administrative Team/District
The FCIM Process- Building your own FOCUS Calendar, Course Content & Benchmarks/ Standard Expectations, Item Specification Report and Content Limits for EOC's. SpringBoard benchmark/topic matchup. MTSS Funnel.	Algebra 1, Geometry, Algebra 2, Liberal Arts math, College Readiness Math	D. Jones, releases to content Team Leaders	Math Teachers	1 st week- Departmental Meeting PLC-August	Teachers/Teams/monitor and adjust common FCIM/FOCUS Calendar/Bell-work -as needed for instructional scaffolding. Review on planning time or review on PLC time. Data is kept by teachers and is viewable in Pinnacle	Teachers/Content Focus Teams Administrative team grade view
Professional Learning Communities	Mathematics	D. Jones – AIF	Math Teachers	10-30-12	PLC-Common Planning notice sent to Teachers with specified day's to meet for each team PLC, forms given to Ms. Tucker	Administrative Team
Standards Based Common Bell- work Calendar and Pacing Timeline Implementing the FCIM Process	Geometry, Geometry Honors, Liberal Arts Math	D. Jones – AIF	Geometry, Geometry Honors, Liberal Arts Math Teachers	11-1-12	Calendar Implemented by 11- 8-12, Teachers teach bell-work for 2-3 weeks and then have a benchmark quiz for progress monitoring, Data to be kept in their school issued data binder – walkthroughs/review binder. Copy of draft calendar with PLC form.	Geometry Team and Liberal ArtsTeam, teachers on teams, Administrative Team monitors data binders, grade book, and lesson plans

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Standards Based Common Bell-work Calendar and Pacing Timeline Implementing the FCIM Process	Algebra 1, Algebra 1 Honors, Algebra 1CR, Algebra 2, Algebra 2 Honors	D. Jones – AIF	Algebra 1, Algebra 1 Honors, Algebra 1CR, Algebra 2, Algebra 2 Honors	11-6-12	Calendar Implemented by 11-8-12, Teachers teach bell-work for 2-3 weeks and then have a benchmark quiz for progress monitoring, Data to be kept in their school issued data binder – Administrative team walkthroughs/review binder. PLC forms with Ms. Tucker	Algebra 1 Team and Algebra 2 Team, Teachers on teams, Administrative Team reviews data binders
Data Chats on Class data (grades) Common Bell-work use of common assessments, mini-assessments, bell-work quizzes	Geometry, Geometry Honors, Liberal Arts Math	Facilitator Dan Renz, D Jones- other fac	Geometry, Geometry Honors, Liberal Arts Math	11-8-12	Initial Administrative Data Chat with teachers with assessment follow up benchmark data to be kept in school-wide data binders 1-2 times each month with scaffolding for student grade and comprehension improvement- Administrative team walkthroughs/review binder. PLC form to Ms. Tucker,	Administrative Team monitors data binders, grade book, and lesson plans
Review of EOC Resources – Previous Discovery Tests on Outlook, Resources on the District site for Math and EOC's, Resources on Tenoroc' s website, FLDOE site resources and C-PALMS, FCATEXplorer, Florida Achieves! -FOCUS, SpringBoard Online, EOC Item Specification Report and Content Limits revisited	Algebra 1, Algebra 1 Honors, Algebra 1CR, Algebra 2, Algebra 2 Honors	D. Jones – AIF	Algebra 1, Algebra 1 Honors, Algebra 1CR, Algebra 2, Algebra 2 Honors	11-13-12	Team Devised Plan - Teachers use common assessments every two weeks on bell work/ use the SpringBoard unit tests, Teachers/Team compares content area focus assessments to find common strengths and weaknesses, Teachers/Teams Reteach and retest common bell-work as needed. Timeline – two weeks (Calendar & data kept in teacher's binder, available for administrative viewing) PLC form with Ms. Tucker	Algebra 1 Team and Algebra 2 Team, Teachers on teams, Administrative Team monitors data binders, grade book, and lesson plans

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<p>Analyze Data from FOCUS Bell-work quizzes from Florida Achieves! and</p>	<p>Geometry, Geometry Honors, Liberal Arts Math</p>	<p>D. Jones – AIF</p>	<p>Geometry, Geometry Honors, Liberal Arts Math</p>	<p>11-15-12</p>	<p>Team Led Plan - Teachers use common assessments every two weeks on bell work/ use the Springboard unit tests, Teachers/Team compares content area focus assessments to find common strengths and weaknesses, Teachers/Teams Reteach and retest common bell-work as needed. Timeline – two weeks (Smart Goal: by May 2013 70% of the students regularly attending retaking the Geometry EOC will successfully increase their previous score to achieve a level 3 (passing)</p> <p>Continue to communicate; Conference to see best practices elsewhere in the classroom (data kept in teacher's binder, available for administrative viewing) PLC Form to Ms. Tucker</p>	<p>Geometry, Geometry Honors, Liberal Arts Math teams and Administrative Team monitors data binders, grade book, and lesson plans</p>
<p>Adjust Instruction to Align with Curriculum</p>	<p>Algebra 2, Algebra 2 Honors Math</p>	<p>D. Jones - AIF</p>	<p>Algebra 2, Algebra 2 Honors Math teachers</p>	<p>11-27-13</p>	<p>Unit 1 test aligned by 12-21-12, and Algebra 2 curriculum aligned by 1-17-13, Team monitors to make team based decisions about scaffolding and changes to be made to instruction. Meeting to review common assessments given. Copy of test, PLC form to Ms. Tucker</p>	<p>Algebra 2, Algebra 2 Honors Team reviews data and adjusts timeline as needed. Administrative Team monitors data binders, grade book, and lesson plans</p>

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<p>Data Analysis of first Common Bell work Assessment to implement the FCIM process. Discuss trends across classes, trends across students. Why? How will you help students identify their own 'error points'? When will you implement? How will you seamlessly scaffold into instruction to address student needs? What is your re-evaluation plan</p>	<p>Algebra 1, Algebra 1 Honors, Algebra 1CR, Algebra 2, Algebra 2 Honors</p>	<p>D. Jones – AIF</p>	<p>Algebra 1, Algebra 1 Honors, Algebra 1CR, Algebra 2, Algebra 2 Honors</p>	<p>11-27-12</p>	<p>Maintain data in the data binder and plan to meet with the content focus team to continue discussions on data usage, scaffolding, and progress on benchmark. Product- table to complete and place in data binder.(viewable by administration) PLC form to Ms. Tucker</p>	<p>Algebra 1 Team and Algebra 2 Team, Teachers on teams, Administrative Team monitors data binders, grade book, and lesson plans</p>
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<p>Professional Learning Communities, Ongoing PD from PD360, PD360 Access, PD360 Video List for Instructional Review for DA</p>	<p>Geometry, Geometry Honors, Liberal Arts Math</p>	<p>D. Jones – AIF</p>	<p>Geometry, Geometry Honors, Liberal Arts Math</p>	<p>11-29-12</p>	<p>Team Led Plan - Teachers use common assessments every two weeks on bell work/ use the Springboard unit tests, Teachers/Team compares content area focus assessments to find common strengths and weaknesses, Teachers/Teams Reteach and retest common bell-work as needed. Timeline – two weeks (data kept in teacher’s binder, available for administrative viewing) (Smart Goal: by May 2013 70% of the students regularly attending retaking the Geometry EOC will successfully increase their previous score to achieve a level 3 (passing) Continue to communicate; Conference to see best practices elsewhere in the classroom PLC form to Ms. Tucker</p>	<p>Geometry, Geometry Honors, Liberal Arts Math teams and Administrative Team monitors data binders, grade book, and lesson plans</p>
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<p>Problem Solving Process – How do we engage the nonperforming and low performing student(s) in order to improve overall student achievement?</p>	<p>Algebra 1, Algebra 1 Honors, Algebra 1CR</p>	<p>Francine Knopp-facilitator</p>	<p>Algebra 1, Algebra 1 Honors, Algebra 1CR</p>	<p>12-4-12</p>	<p>Use of the 4-step process: Step 1: Problem Identification – reflection since data analysis has already occurred. Step 2 Problem Analysis – Why is the problem occurring? Step 3: Intervention Design and Implementation- What are we going to do about it? Reflection and outline of plan completed. Administrative Team was in this PLC. PLC form to Ms. Tucker, Reflection questions for initial portion.</p>	<p>Algebra 1 Team, Teachers on teams, Administrative Team monitors data binders, grade book, and lesson plans</p>
<p>Revise Standards Based Common Bell-work Calendar and Pacing Timeline Implementing the FCIM Process using the item specification report and content limits report</p>	<p>Geometry, Geometry Honors, Liberal Arts Math</p>	<p>D. Jones – AIF</p>	<p>Geometry, Geometry Honors, Liberal Arts Math Teachers</p>	<p>12-6-12</p>	<p>Calendar Implemented by 11-8-12, Teachers teach bell-work for 2-3 weeks and then have a benchmark quiz for progress monitoring, Data to be kept in their school issued data binder – walkthroughs/review binder PLC form to Ms. Tucker</p>	<p>Geometry Team and Liberal ArtsTeam, teachers on teams, Administrative Team monitors data binders, grade book, and lesson plans</p>
<p>Align Curriculum/ Bell-work and revise timeline for Algebra 1</p>	<p>Algebra 1, Algebra 1 Honors, Algebra 1CR</p>	<p>D. Jones AIF</p>	<p>Algebra 1, Algebra 1 Honors, Algebra 1CR</p>	<p>12-11-12</p>	<p>Adjust Bell-work to match SpringBoard and align with standards. PLC form to Ms. Tucker</p>	<p>Algebra 1 Team, Teachers on teams, Administrative Team monitors data binders, grade book, and lesson plans</p>
<p>Data Analysis</p>	<p>Algebra 2 Team</p>	<p>Geoff Frey-Facilitator</p>	<p>Algebra 2 Team</p>	<p>1-8-13</p>	<p>Collate and Analyze Common Standard based student data and place in binders (product in binder) PLC form to Ms. Tucker</p>	<p>Algebra 2 Team, Administrative Team</p>

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Create Standards based Common Assessments	Geometry Team, Liberal Arts Team	Simon Rodriguez, D. Jones (Geo) 1-10-13 Candace Kiella & Simon Rodriguez (Alg) 1-8-13	Geometry Team, Liberal Arts Team	1-10-13-Geometry & Liberal Arts team 1-8-13 Algebra 1 team	Product – Final Exam PLC form to Ms. Tucker	Geometry, Liberal Arts Math, Algebra 1 Teams, Administrative Team
Problem Solving with the DA Math STEM Specialist	All math	Samara Routenberg	All math	1-17-13, Two week implementation per teacher choices, teacher driven and maintained	Problem Solving Process Teachers are to come together to follow plan they put in place – Administrative Team PLC form to Ms. Tucker	Algebra 1 Team, Teachers on teams, Administrative Team monitors
Student Engagement Strategies- SpringBoard Activity and discuss benchmark correlations and how it will lead bell work for the rest of the year	Algebra 1 Team	Candace Kiella & Simon Rodriguez	Algebra 1 Team	1-29-13	Reflection questions-keep the activity to use PLC form to Ms. Tucker	Administrative team
Lesson Study	Algebra 1, Algebra 1 Honors, Algebra 1CR	Samara Routenberg	Algebra 1 Content Team	2-7-13, 2-11-13, 2-13-13 possible, 2-19-13, 3-1-13 may trade with 2-13-13, 3-5-13, 3-21-13, 4-3-13, 4-10-13	Initial Lesson Study Cycle - introduction, then each meeting team will follow the outline of the Lesson Study Concept. Product PLC form to Ms. Tucker	Algebra 1 Team, Teachers on teams, Administrative Team

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
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April 2012

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Revised April 29, 2011

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

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Mathematics Goals

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

	Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.	<p>1.1. Significant Cognitive Disabilities.</p> <p>Delay in Processing of basic skills.</p> <p>Students are IND: Elementary level comprehension (grades 1-3)</p>	<p>1.1. Visuals of the concept when possible.</p> <p>Extensive repetition of key concepts.</p> <p>Differentiated Instruction to reach the varied exceptionalities.</p> <p>Smart board technology to assist with tactile/hands on learning.</p>	<p>1.1. Classroom teacher</p> <p>LEA</p> <p>PCSB IND Facilitator.</p>	<p>1.1. Sample science booklets for teachers.</p> <p>ACCESS points teaching standards.</p> <p>Brigance Diagnostic, pre-test.</p>	<p>1.1. Brigance Diagnostic Inventory of Basic Skills, post-test.</p> <p>FAA Report</p>		

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<p><u>Science Goal #1:</u> <i>100% of the students tested in the spring administration (2013) will score at or above the performance level of "achieved" {4-6} on the science FAA test.</i> <i>All student will exceed mastery of the SSS Access Points for students with Significant Cognitive Disabilities in Science.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>3 students (S#) total: S1-level-4 S2-level-5 S3-level-6 100% of tested students were considered "achieved" on the performance level chart</p>	<p>100% of the students tested in spring administration (2013) will score in the performance level of "achieved" {4-6} or "commended" {7-9}</p>					
		<p>1.2. Parents may also be cognitively delayed and can only focus on daily survival and basic existence needs.</p>	<p>1.2. Teacher remains in constant contact with the students to update them on progress.</p>	1.2.	1.2.	1.2.	
		<p>1.3. Student growth may be hindered if the parent feels independence may adversely impact disability income.</p>	<p>1.3. The Transition Unit provides an environment for the student to have real-world experiences along with job shadowing.</p>	1.3.	<p>1.3. Employer evaluation of the students' ability to perform the tasks assigned.</p>	1.3.	
<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 group:</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>		

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<p>2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</p>	<p>2.1. Significant Cognitive Disabilities. Delay in Processing of basic skills. Students are IND: Elementary level comprehension (grades 1-3)</p>	<p>2.1. Visuals of the concept when possible. Extensive repetition of key concepts. Differentiated Instruction to reach the varied exceptionalities. Smart board technology to assist with tactile/hands on learning.</p>	<p>2.1. Classroom teacher LEA PCSB IND Facilitator.</p>	<p>2.1. Sample science booklets for teachers. Access points teaching standards. Brigance Diagnostic, pre-test.</p>	<p>2.1. Brigance Diagnostic Inventory of Basic Skills, post-test. FAA Report</p>		
<p><u>Science Goal #2:</u> All of the students tested in the spring administration (2013), will demonstrate significant science learning gains in comparison to their 8th grade test. With intense review, those students with a more pronounced cognitive ability will demonstrate significant knowledge growth in the science content area</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	0/3 students tested scored at/above a level 7.	100% of the students tested in the spring administration (2013) will score in the performance level of "achieved" {4-6} or "commended" {7-9}					
		2.2. Parents may also be cognitively delayed and can only focus on daily survival and basic existence needs.	2.2. Teacher remains in constant contact with the students to update them on progress.	2.2.	2.2.	2.2.	
		2.3 Student growth may be hindered if the parent feels independence may adversely impact disability income.	2.3 The Transition Unit provides an environment for the student to have real-world experiences along with job shadowing.	2.3	2.3 Employer evaluation of the students' ability to perform the tasks assigned.	2.3	

End of Florida Alternate Assessment High School Science Goals

Biology End-of-Course (EOC) Goals

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

Biology EOC Goals	Problem-Solving Process to Increase Student Achievement						
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<p>1. Students scoring at Achievement Level 3 in Biology.</p>	<p>1.1. Lack of concrete and accurate prior knowledge of the content area. (Cellular Biology). Poor content recall due to underdeveloped study habits. Declining student apathy toward learning.</p>	<p>1.1. A structured Biology pacing calendar to all team members. Calendar Specifics: Duration of topics, EOC benchmark assessment dates, Focus labs, Remediation reviews, etc. All team member a copy of DOE-EOC content specifics/limits. Science ESE Teacher: Tracking and progress monitoring of students in the Low performing subgroups: ESE, ESOL, Bottom 25%. Continue to implement LFS best practices, and take counsel from the site DOE representative assigned to THS science. Implement focus lab(s) in each benchmark to build critical thinking skills. Biology Student Assembly (EOC Q & A)</p>	<p>1.1 Academic Intervention Facilitator (AIF). Principal and APC. Teacher report information based on daily classroom interactions and implementation.</p>	<p>1.1. Data Analysis of the EOC content specific benchmarks using DataLink tracking software. (student test grade, class and grade pool proficiency.)</p>	<p>1.1. Data Analysis of the EOC content specific benchmarks using DataLink tracking software. (student test grade, class and grade pool proficiency.)</p>		
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

<u>Biology Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<p>For the 2013 EOC administration: 100% of the students, who attend school regularly, will demonstrate a satisfactory level of NGSS content mastery (Level-3 or better).</p> <p>Those who fall short of the mentioned goal will instead demonstrate considerable learning gains in the NGSS content, as evidenced by an increase in their retake scores. Intense remediation will be provided in preparation for successful mastery of the summer testing administration.</p>							
	<p>304 student tested</p> <p>Tier-1. 43% (131) Low</p> <p>Tier-2. 33% (100) Middle</p> <p><u>T-Scale Mean</u> <u>20-80</u></p> <p>Tenoroc: 46</p>	<p>100% of all students tested, in regular attendance, will score a Level-3+ at the conclusion of the 2013 EOC spring or summer administration.</p>					
	<p>1.2. Social Issues: poverty, peer-pressure, language and cultural barriers.</p> <p>1.3. Unidentified students with learning disabilities.</p>	<p>1.2. SWOT analysis and needs assessment in August with team.</p> <p>Quarterly team meetings to discuss data reports</p>	<p>1.2. Teacher PD: Levels of Student Engagement 10/12. Collaborative Pairs 11/2</p>	<p>1.2. Teacher feedback measured against student success.</p>	<p>1.2. Discovery Progress monitoring assessments.</p>	<p>1.2.</p>	

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		1.3. Round Robins content reviews with Biology students to assist with difficult concepts.	1.3.	1.3. Student achievement on EOC content specific Benchmark assessments. Student feedback during teacher remediation.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

<p>2. Students scoring at or above Achievement Levels 4 and 5 in Biology.</p>	<p>2.1. Academic rigor must be balanced to keep the student constantly challenged while engaged. Reduced content recall due to underdeveloped study habits. Declining student apathy toward learning. Avoid challenging course work for the easier classes.</p>	<p>2.1. A structured Biology pacing calendar to all team members. Calendar Specifics: Duration of topics, EOC benchmark assessment dates, Focus labs, Remediation reviews, etc. All team member a copy of DOE-EOC content specifics/limits. AIF: Tracking and progress monitoring of students (if any) in the targeted subgroups: ESE, ESOL, and Gifted Continue to implement LFS best practices, and take counsel from the site DOE representative assigned to THS science.. Implement focus lab(s) in each benchmark to build critical thinking skills. *Teachers will be encouraged to pair the high performing student with</p>	<p>2.1. Academic Intervention Facilitator (AIF). Principal and APC. Teacher report information based on daily classroom interactions and implementation.</p>	<p>2.1. Data Analysis of the EOC content specific benchmarks using DataLink tracking software. (student test grades, class and grade pool proficiency.)</p>	<p>2.1. Data Analysis of the EOC content specific benchmarks using the DataLink tracking software. (Individual student test grades, class and grade pool proficiency.)</p>		
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		middle and low achievers to direct student learning*					
<p>Biology Goal #2:</p> <p>For the 2013 EOC administration: 100% of the students, who attend school regularly, will demonstrate a satisfactory level of NGSS content mastery (Level-3 or better).</p> <p>Those who fall short of the mentioned goal will instead demonstrate considerable learning gains in the NGSS content. Intense remediation will be provided in preparation for successful mastery of the summer testing administration.</p> <p>We seek to transition high achieving middle tier students into this bracket..</p> <p>Those who excel will be targeted (4-5) for the Advance Placement Environmental course or Honors Anatomy and Physiology.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>304 student tested</p> <p>Tier-3: 24% (73)</p> <p>High</p> <p><u>T-Scale Mean</u></p> <p><u>20-80</u></p> <p>Tenoroc: 46</p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					

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	1.2. Social Issues: poverty, peer-pressure, language and cultural barriers. 1.3. Unidentified students with disabilities. (struggle to succeed)	2.2. SWOT analysis and needs assessment in August with team. Quarterly team meetings to discuss data reports	2.2.	2.2. Teacher feedback measured against student success.	2.2. Discovery Progress monitoring assessments.	2.2.	
		2.3 Round Robins content reviews with Biology students to assist with difficult concepts.	2.3	2.3 Student achievement on EOC content specific Benchmark assessments. Student feedback during teacher remediation.	2.3	2.3	

End of Biology EOC Goals

Science Professional Development

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

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Team Meeting to assess student EOC progress and curriculum needs	Biology Team	Coach & Teachers	Biology Team	August 22nd October 24th January 18th April 3rd	Student results from EOC datalink program and Discovery assessment	Biology team and AIF

Science Budget (Insert rows as needed)

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

End of Science Goals

April 2012

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

Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1a.1. Teachers in all areas other than ELA may not “buy in” to having students write as a class assignment.	1a.1. WAC – Tenoroc High School has a Writing Across the Curriculum initiative in place. All students will write in all classes for a variety of purposes. Teachers will receive professional development through coaching cycles and within PLC’s to ensure they develop lesson plans which include multiple opportunities for students for a variety of purposes.	1a.1 Writing Coach Administration	1a.1. Each teacher will be required to produce two student samples of a writing assignment per quarter (9 weeks).	1a.1. Administration and leadership team observation or evaluation of student writing shows that student writing is focused, organized, contains support, and follows the conventions of standard written English.		

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<u>Writing Goal #1a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase by at least 5%, the number of students (school-wide) scoring 3.0 or above in writing by 2013.							
	Percent score 3 and above—81% (241)	Percent score 3 and above—86% (256)					
		1a.2. Some teachers do not feel comfortable in assessing student writing with a rubric.	1a.2. Teachers will not receive professional development through coaching cycles and within PLC's in creating and using rubrics to evaluate student writing.	1a.2. Writing Coach Administration	1a.2. Teachers will use the rubric (modeled after the FCAT Writes rubric) to score writing assignment.	1a.2. Student writing samples show evidence of rubric scoring.	
		1a.3. Student apathy. Some students are very resistant to writing extended pieces. For example, they might write one or two sentences instead of a well-developed paragraph. Or, they may write a paragraph on a topic but resist extending that into a multi-paragraph essay. 1.a.4 Students are not expected to respond in writing to rigorous assignments/tasks.	1a.3. All 9 th and 10 th grade English teachers will keep a writing portfolio for every student. All teachers will monitor student participation in writing assignments and use intervention strategies to encourage participation. 1.a.4 Teachers will plan lessons which require students to respond to text which is on grade level or higher. These responses will be text dependent and require higher level thinking by the students.	1a.3. school administration district office designee 1.a.4 PLC facilitators, Writing Coach, Administration	1a.3. Periodic audits by the school administration and the district office designee. 1.a.4 Writing scores gathered through progress monitoring throughout the school year.	1a.3. Audit by school administration and district office designee. 1.a.4 Writing scores gathered through progress monitoring throughout the school year. 10 th grade FCAT Writes scores	

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<p>1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</p>	<p>1b.1. Teachers in elective courses may not “buy in” to having students write as a class assignment.</p>	<p>1b.1. WAC – Tenoroc High School has a Writing Across the Curriculum initiative in place. All students will write in all classes for a variety of purpose. This writing will be of an academic nature and pertain to the instructional curriculum of the class. Teachers will receive professional development through coaching cycles and within PLC’s to ensure they develop lesson plan which include multiple opportunities for students to write for a variety of purposes.</p>	<p>1b.1 Writing Coach Administration</p>	<p>1b.1. Each teacher will be required to produce two student samples of a writing assignment per quarter (9 weeks).</p>	<p>1b.1. Administration and leadership team observation or evaluation of student writing shows that student writing is focused, organized, contains support, and follows the conventions of standard written English.</p>		
<p><u>Writing Goal #1b:</u> Increase by at least 32%, the number of students (school-wide) scoring 4.0 or above in writing by 2013.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>Percent score 4 and above—28% (83)</p>	<p>Percent score 4 and above—60% (179)</p>					

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		1b.2.1a.2. Teachers (who are not English teachers) may not feel comfortable in assessing student writing with a rubric, including the depth of support and the attention paid to standard writing and grammar conventions.	1b.2. All students will write in all classes for a variety of purposes. This writing will be scored using a rubric. This rubric will be designed to reflect the expectations of the assignment and will be given to the students when the assignment is given. Teachers will receive professional development through coaching cycles and within PLC's in creating and using rubrics to evaluate student writing.	1b.2. Writing Coach Administration	1b.2. Each teacher will be required to produce two student samples of a writing assignment per quarter (9 weeks) which show have been graded by a rubric.	1b.2. Administration and leadership team observation or evaluation of student writing shows that student writing is focused, organized, contains support, and follows the conventions of standard written English.	
		1b.3. All teachers in general do not require academic writing as a regular part of instruction.	1b.3. All students will write in all classes for a variety of purposes. This writing will be of an academic nature and pertain to the instructional curriculum of the class. Students will be given assignments which require students to draw support from multiple sources/texts.	1b.3. Writing Coach Administration	1b.3. Each teacher will be required to produce two student samples of a writing assignment per quarter (9 weeks) which are of an academic nature and pertain to the instruction currently taking place in the classroom. This academic writing should draw support from multiple sources or texts.	1b.3. Administration and leadership team observation or evaluation of student writing shows not only that student writing is focused, organized, contains support from multiple sources, and follows the conventions of standard written English, but also show evidence of depth of thought and knowledge of the subject matter.	
1c. Florida Alternate Assessment: Students scoring at the commended level in writing. *	1c.1. Teachers do not require students to write often and for a variety of purposes.	1c.1. All students will write in all classes for a variety of purposes.	1c.1. Writing Coach Administration	1c.1. Teachers will use a rubric (modeled after the FCAT Writes rubric or the SAT/ACT rubrics) to score writing assignment.	1c.1. Administration and leadership team observation or evaluation of student writing shows that student writing is focused, organized, contains support, and follows the conventions of standard written English.		

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<p>Writing Goal #1c:</p> <p>Increase by at least 60% (3), the number of students taking the FAA who score at the “Commended Performance Level” in writing by the Spring of 2013.</p> <p>*Note: Performance levels 1-3 are considered emergent. Performance levels 4-6 are considered achieved. Performance levels of 7-9 are considered commended.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Percent at levels 4-6-60% (3). Percent at levels 7-9-40% (2).</i></p>	<p><i>Percent at levels 7-9-100% All students will raise their level of achievement within a performance group</i></p>					
		<p>Ic.2. Teachers may not feel comfortable in assessing student writing with a rubric, including the depth of support and the attention paid to standard writing and grammar conventions.</p>	<p>Ic.2. This writing will be scored using a rubric. Teachers will receive professional development through coaching cycles and within PLC’s in creating and using rubrics to evaluate student writing. This rubric will be designed to reflect the expectations of the assignment and will be given to the students when the assignment is given.</p>	<p>Ic.2. Writing Coach, Administration</p>	<p>Ic.2. Each teacher will be required to produce two student samples of a writing assignment per quarter (9 weeks) which show have been graded by a rubric.</p>	<p>Ic.2. Administration and leadership team observation or evaluation of student writing shows that student writing is focused, organized, contains support, and follows the conventions of standard written English.</p>	

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		1c.3.All teachers in general do not require academic writing as a regular part of instruction.	1c.3. All students will write in all classes for a variety of purpose. This writing will be of an academic nature and pertain to the instructional curriculum of the class. Students will be given assignments which require students to draw support from multiple sources/texts.	1c.3. Writing Coach, Administration	1c.3. Each teacher will be required to produce two student samples of a writing assignment per quarter (9 weeks) which are of an academic nature and pertain to the instruction currently taking place in the classroom. This academic writing should draw support from multiple sources or texts.	1bc.3.Administration and leadership team observation or evaluation of student writing shows not only that student writing is focused, organized, contains support from multiple sources, and follows the conventions of standard written English, but also show evidence of depth of thought and knowledge of the subject matter.	
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Writing Professional Development

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

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PLC focus— instruction which leads students to be stronger writers	9/10 ELA	ELA Dept Chr	All ELA teachers, 9 th /10 th grade	August, October, December—progress monitoring	Student writing folders which show growth in writing; progress monitoring essays, both persuasive and informative 3 times during the year.	ELA Dept Chair, APC
PD—rubric scoring	All staff	ELA Dept Chr	All instructional staff	August, pre-school September 12, Early Release Day	Student samples submitted in teachers’ portfolios will show that students have had multiple opportunities to become stronger writers (i.e. depth of support, standard writing and grammar conventions).	ELA Dept Chair Leadership Team Administration
CIS focus—moving into academic writing through the CISM lessons; writing with support from multiple sources, writing which conforms to the standard conventions of writing and grammar	All instructional staff	AIFs	All instructional staff -- especially those who have had the CISM training; the core teachers who have not had this training will be trained early in the school year (August).	On-going throughout the school year. CISM Training for new core teachers to take place in August.	Evidence of planning for CISM, including the culminating writing assignment, should be documented within the teachers’ lesson plans.	ELA Dept Chair AIFs Leadership Team Administration

Writing Budget (Insert rows as needed)

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

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

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Writing Goals

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

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

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

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

<p>1. Students scoring at Achievement Level 3 in U.S. History.</p>	<p>I.1. According to the 2012 U.S. History EOC assessment, all 3 Reporting Categories were of difficulty for students.</p>	<p>I.1. Historical writing skills as well as writing across the curriculum. Practice analyzing historical documents Use Content Vocabulary Strategies. Use of Graphic Organizers Utilize a variety of strategies such as random call and/or H.O.T. questioning to engage students.</p>	<p>I.1. Administrators, Guidance, Department Head, Teachers</p>	<p>I.1. During planning time: District Computer-Based Benchmark Assessment data reviewed by teachers and results of semi-monthly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus and strategies as needed. Departmental PLC's as support; Semi-annual Data Chats; Classroom Walkthrough Data;</p>	<p>I.1. District Assessments; U. S. History EOC Assessments.</p>		
<p><u>U.S. History Goal #1:</u> No Data Available</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>No Data Available</p>	<p>No Data Available</p>					

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		<p>1.2.</p> <p>High percentage of low socio-economic family structure (disadvantage); evidenced by the following: incoming student reading and/or math skills are below grade level for the majority;</p> <p>Minimal parental involvement; Student apathy towards study/practice; Bus-riders unable to stay to use after school help or to make-up missed assignments/tests; Absenteeism with work not made up.</p> <p>Minimal use of computer based practice and assessments.</p>	<p>1.2.</p> <p><u>For Students:</u> School-wide high yield LFS and Content Vocabulary strategies utilized; School-wide call-outs to parents; District letters sent home with students; After school help offered to students; School web-site with links to district site for EOC content information with free resources for self-guided use. Availability of computer use in library.</p> <p><u>For Teachers:</u> School-wide high yield LFS strategies utilized; District Social Studies Site provides Course Guidelines with benchmarks and links to FLDOE sample problems, Item Specification and Content Limits for EOC and other resources; Regular District Social Studies Updates with links and Live Meetings available; Collaborative planning; Data chats; Instructional tips and availability of one-on-one or team coaching for teachers during after school planning time.</p>	<p>1.2.</p> <p>Administrators, Guidance, Department Head, Teachers</p>	<p>1.2.</p> <p>During planning time: District Computer-Based Benchmark Assessment data reviewed by teachers and results of semi-monthly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus and strategies as needed. Departmental PLC's as support; Semi-annual Data Chats; Classroom Walkthrough Data;</p>	<p>1.2.</p> <p>District Assessments; U. S. History EOC Assessments.</p>	
		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		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</p>	<p>2.1. According to the 2012 U.S. History EOC assessment, all 3 Reporting Categories were of difficulty for students.</p>	<p>2.1. Use Content Vocabulary Strategies. Utilize a variety of strategies such as random call and/or H.O.T. questioning to engage students.</p>	<p>2.1. Administrators, Guidance, Department Head, Teachers</p>	<p>2.1. During planning time: District Computer-Based Benchmark Assessment data reviewed by teachers and results of semi-monthly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus and strategies as needed. Departmental PLC's as support; Semi-annual Data Chats; Classroom Walkthrough Data;</p>	<p>2.1. District Assessments; U. S. History EOC Assessments.</p>		
<p>No Data Available</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>No Data Available</p>	<p>No Data Available</p>					

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		<p>2.2. High percentage of low socio-economic family structure (disadvantage); evidenced by the following: incoming student reading and/or math skills are below grade level for the majority; Minimal parental involvement; Student apathy towards study/practice; Bus-riders unable to stay to use after school help or to make-up missed assignments/tests; Absenteeism with work not made up. Minimal use of computer based practice and assessments.</p>	<p>2.2. Use Content Vocabulary Strategies Utilize a variety of strategies such as random call and/or H.O.T. questioning to engage students..</p>	<p>2.2. Administrators, Guidance, Department Head, Teachers</p>	<p>2.2. During planning time: District Computer-Based Benchmark Assessment data reviewed by teachers and results of semi-monthly assessments will be reviewed by teachers to ensure progress and adjust curriculum focus and strategies as needed. Departmental PLC's as support; Semi-annual Data Chats; Classroom Walkthrough Data;</p>	<p>2.2. District Assessments; U. S. History EOC Assessments.</p>	
		2.3	2.3	2.3	2.3	2.3	

U.S. History Professional Development

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

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Analyzing Student Data (DATA DAY)	Social Studies	District Staff Development Instructions; PLC Leader	District Wide/Dispersion of Teachers by Course or Team (Instructions TBD)	Monday, September 17, 2012	Product/Form turn-in	Administrative Team/District

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

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

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

Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of U.S. History Goals

Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>1. Attendance</p>	<p>I.1. Students entering with an excessive number of excused notes to counteract unexcused absences.</p>	<p>I.1. Students entering tardy to school during 1st period will have their tardy documented by C.H.O.I.C.E room coordinator and sent to class (6-1st period tardies=referral). For the remaining periods, students will be placed in the C.H.O.I.C.E. Room for one class period and will be responsible for making up their missed work.</p>	<p>I.1. APA, Attendance Clerk, School Social Worker, Guidance.</p>	<p>I.1. Weekly attendance meeting to review attendance data.</p>	<p>I.1. Quarterly attendance reports</p>		
<p><u>Attendance Goal #1:</u> Increase attendance 3% by the end of the 2012 – 2013 school year, and reduce the number of tardy students 3% the end of the 2012 – 2013 school year.</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p>93.74% (1157)</p>	<p>96.74% (1194)</p>					
	<p><u>2012 Current Number of Students with Excessive Absences (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Absences (10 or more)</u></p>					
	<p>295</p>	<p>286</p>					
	<p><u>2012 Current Number of Students with Excessive Tardies (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u></p>					

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	118	115					
		1.2. Parents are called and letters mailed when students miss three or more days. When needed, the school social worker attempts to makes a home visit.	1.2. Parents are called and letters mailed when students miss three or more days. When needed, the school social worker attempts to makes a home visit.	1.2. APA, Attendance Clerk, School Social Worker, Guidance.	1.2. Weekly attendance meeting to review attendance data.	1.2. Quarterly attendance reports	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
Attendance	9-12	APA APC Principal Attendance Clerk	All Teachers	Round Robin	Daily attendance tracking	APA APC Principal Attendance Clerk

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

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Mail Outs/Certified Mail	Envelopes and postage	Title I	\$1000.00
Subtotal: \$1000.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

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

	Process to Decrease Suspension						
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1.1. The influx of students that transition to Tenoroc from outside our feeder schools (both in and out-of- County). The social economic standing of the student population as a whole.	1.1. In grade level meetings, students review with the Principal the expectations of Tenoroc High School. A PowerPoint for school expectations is viewed by all students and is available to parents via the Tenoroc website.	1.1. On a monthly basis, each dean will be required to review the discipline data for the students for which they are responsible.	1.1. Genesis Discipline Report	1.1. Administration will be responsible at weekly meetings for identifying behavioral trends. The team will then collaborate on appropriate and effective response to address the behavioral concerns of the students at Tenoroc High School. At the appropriate time, the administration team will inform the staff as whole i.e. Department Chair and faculty meetings what the needs of the student of the student population are and how we as staff will address those needs.		
Suspension Goal #1: Decrease the number of in-school and out-of- school suspensions for the student population by 5% across all grade levels.	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					

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

	54% (671)	49% (605)					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	383	364					
	<u>2012 Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	Short Term-507 Long Term-102	Short Term-482 Long Term-97					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	313	297					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</p> <p>Please note that each Strategy does not require a professional development or PLC activity.</p>						
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Tenoroc Expectations	9 – 12	Administration	School-wide	Pre-planning	Reports will reviewed monthly	Administration

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Mail Outs/Certified Mail	Envelopes and postage	Title I	\$1000.00
Subtotal: \$1000.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

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

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention						
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Dropout Prevention <u>Dropout Prevention Goal #1:</u> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	1.1. Lack of parental encouragement to graduate from high school, creating lack of motivation in students will be our biggest.	1.1. Encourage parental involvement in the students' education, through parent workshops, special meetings, etc...	1.1. Administration, Title I Facilitator	1.1. Parent Surveys Student Surveys	1.1. Graduation report Drop Out Report		
To decrease the number of dropouts by 3% from the previous year and to increase the graduation rate by 3% by the end of the 2012 – 2013 school year.	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	5% (70)	2% (30)					

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

	<u>2012 Current</u> <u>Graduation Rate:*</u>	<u>2013 Expected</u> <u>Graduation Rate:*</u>					
	88% (231)	91% (239)					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
Parent Meetings	9 - 12	Title I Facilitator	Parents and students	Quarterly	Parent Surveys	Administration, Title I Facilitator

Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district			
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

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

	to Parent Involvement						
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement <u>Parent Involvement Goal</u> #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	1.1. Apathy from parents Transportation	1.1. Community Outreach (4 areas) Literacy days	1.1. Title I Facilitator MTSS Team	1.1. Attendance at Community outreach and Parent Literacy days	1.1. Parental Surveys		
Participation by parents at building capacity activities will increase by 10% (from 20% to 30%)	<u>2012 Current level of Parent Involvement:*</u>	<u>2013 Expected level of Parent Involvement:*</u>					
	20% 247 students	30% 384 students					
		1.2. Uninformed Parents	1.2. Breakfast with the Principal	1.2. Title I Facilitator	1.2. Attendance at Breakfast with the Principal	1.2. Parental Surveys	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional						

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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Round Robin PLC	Grades 9-12	Title I Facilitator	School-Wide	August 2012	Faculty questionnaire email follow-up	Title I Facilitator

Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Provide school newsletters once per quarter	Copy, paper, ink, copy machine	Title I Parent Involvement Supply Fund	\$150.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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Provide opportunities for parents to participate in a variety of workshops and activities geared toward informing parents with information regarding high school requirements and academic awareness.	Parent “Breakfast with the Principal” will be provided for parents in each grade level 9-12. During this breakfast time, parents will be provided information regarding their students’ scholastic record, use of the Parent Portal, and important information for each grade level. Additional workshops/activities will be scheduled throughout the year at various times.	Title I Parent Involvement Supply Fund	\$700.00
Provide student handbook and pocket folders with academic information.	Provide professionally printed materials	Title I Parent Involvement Supply Fund	\$1500
Subtotal: \$2350			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Provide faculty information regarding Parent Involvement at THS. Review the use of the notebook to document parent contacts. Information found in the main office, use of the Student handbooks and use of the PIP Summary and Compact.	Copy of the notebook, PIP summary, Compact, Student handbook, items that are found in the main office, and documents that are needed for Title I records.	Title I Parent Involvement Supply Fund	Funds provided in the 1 st strategy above
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Provide monthly calendars announcing opportunities for parents to get involved on campus.	Poster paper, poster ink, copy paper and colored printer.	Title I Parent Involvement Supply Fund	\$100.00
Subtotal:			
Total: \$2450.00			

End of Parent Involvement Goal(s)

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

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

April 2012

Rule 6A-1.099811

Revised April 29, 2011

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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
<u>STEM Goal #1:</u> N/A	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.</p>						
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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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

STEM Budget (Insert rows as needed)

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

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

Subtotal:			
Total:			

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<u>CTE Goal #1:</u> N/A	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

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

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 and Schedules (e.g. , Early Release) and Schedules (e.g. , frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			

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

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of CTE Goal(s)

Additional Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC)							
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2012-2013 School Improvement Plan (SIP)-Form SIP-1

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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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

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

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

Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total:
Mathematics Budget	Total:
Science Budget	Total:
Writing Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:

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

Parent Involvement Budget	Total:
Additional Goals	Total:
	Grand Total:

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

- Yes No

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

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.
Our SAC will meet once a month to discuss Parent Involvement, Title I, School Budget, FCAT, School Activities, Presentations from School Departments and other information as it is available.

Describe the projected use of SAC funds.	Amount
Our SAC does not generate funds.	