

Florida Department of Education



**Moore Haven Junior-Senior High School
School Improvement Plan (SIP)
Form SIP-1**

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Moore Haven Jr. Sr. High School	District Name: Glades County School District
Principal: Mr. George E. Coates	Superintendent: Mr. Wayne Aldrich
SAC Chair:	Date of School Board Approval: Pending

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
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Principal	Mr. George E. Coates	B.S. HPERD Master's Degree in Educational Leadership	new	12	Mr. George Coates, Principal, has 16 years experience as an educator. He earned his BS in Physical Education from Central State University in Wilberforce, Ohio and a M.Ed. in Educational Leadership from Antioch Midwest in Yellow Springs, Ohio. His experience includes 2 years of being a Dean at Wayne High School in Huber Heights, Ohio, 2 and a half years as a Middle school Health Teacher, and 10 years as an Assistant Principal in Mason High School which was ranked in the top 10 academically every year; and the top large school. The last year there as an assistant, Mason ranked #4 in the state and over 85% of the sophomore students passed all 5 parts of the OGT. (Ohio's equivalent to the FCAT) Mr. Coates was also selected as the Educator of the year in 2008.
Assistant Principal	Dr. Mary Delsignore	BS-Elementary Education, Masters of Science in Educational Leadership, Doctorate of Educational Leadership-Nova Southeastern University. Certifications-ESOL and Reading Endorsed. FELE and Elementary Education.	new	6	Principal Of Life Skills Center 2008-2009 Since the opening of the school in 2005, LSC-PB test scores of students scoring three and above has increased each year. Grade 9 reading increased from 7% to 11%. Grade 10 reading increased from 2% to 13%. Grade 9 math increased from 14% to 22%. Grade 10 math increased from 26% to 29%. AYP-The school did not make adequate progress. The school did meet total writing proficiency and graduation criteria. School Improvement Grade: Declining. Reading-AYP Total, Black, Hispanic, Economically Disadvantaged, and Students with Disabilities met AYP. In Math, the same group except for Disabilities and total met AYP.

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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Moore Haven Jr. Sr. High School uses a web-based application system that allows us to advertise positions to anyone interested	Administration	Ongoing
2. Q-Tips, Glades County's Teacher Induction Program, helps new teachers adjust to the teaching profession in a small, rural county	Teacher Induction Program Coordinator	Ongoing
3. Soliciting referrals from current employees.	Administration	Ongoing
4. Offer supplements for leadership positions and for completion of the reading endorsement.	Administration	Ongoing

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
<ol style="list-style-type: none"> 1. P.E. Teacher 2. 2 Reading Teachers 3. Music Teacher 	Provide Training and encourage them to take courses so they can receive the proper teaching credentials.

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
28	0	18% (5)	28% (8)	46% (13)	28% (8)		14% (4)	0	21% (6)

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
None	n/a	n/a	n/a

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A
Title I, Part C- Migrant The district Migrant Advocate provides services and support to students and parents based on the Migrant Education Program Priority for Services. The advocate and Federal Programs Supervisor coordinates with Title I-A and other programs to ensure student needs are met.
Title I, Part D The district receives funds to support the Educational Opportunities Center and a residential DJJ facility. The District coordinates curriculum, assessment and professional development with both facilities. Credit retrieval/grade replacement programs are provided.
Title II The District utilizes Title II funds to provide opportunities for core area teachers and administrators to increase their knowledge of strategies and programs that lead to continuous academic improvement. Initiatives include, but are not limited to Teacher Induction, FCIM, Lesson Study, NGSSS/CCSS, Building Academic Vocabulary, and Alternative Certification. The district coordinates Title I-A, Title II and Title VI to ensure staff development needs are provided.
Title III The district uses Title III funds to provide opportunities for the students and their families that need extra assistance in learning the English Language.
Title X- Homeless The District Homeless Coordinator (Supervisor of Federal Programs) provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act as required.
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs Free and Reduced Lunch is available to all qualifying students. Free Breakfast is provided for all students.
Housing Programs
Head Start
Adult Education Parents and other community members interested in earning a diploma (GED) are given the opportunity to attend Moore Haven High School's Adult Education Program

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Career and Technical Education There are several opportunities at Moore Haven High School in the area of Career and Technical Education. Programs offered are Business Education as well as Agriculture Education.
Moore Haven High School offers a STEM Academy in the areas of Agri-Science Technology.
Job Training
Other
<i>Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (Rti)</i> School-Based MTSS/Rti Team
Identify the school-based MTSS leadership team. Principal: Provides a common vision for the use of data-based decision-making, will ensure that the school-based team is implementing MTSS, will conduct assessment of MTSS skills of school staff, will ensure implementation of intervention support and documentation, will ensure adequate professional development to support MTSS implementation, and will communicate with parent regarding school based MTSS plans and activities. Select General Education Teachers (Junior and Senior High): Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions and integrate Tier 1 materials/instruction with Tier 2/3 activities Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching.
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 at least once a month to review progress monitoring data and link to instructional decisions, interviews, and review progress monitoring data at the grade level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. If a MTSS referral is made, data will be collected and appropriate interventions are put in place with parental input. Parents are included as they are an integral part of the collaborative progress and provide valuable information. The Principal will assure interventions are implemented with fidelity. The MTSS team continues to meet to discuss and evaluate the interventions to determine if further action is needed. The team will identify professional development and resources collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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<p>Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?</p> <p>The MTSS Leadership Team will meet with the School Advisory Council (SAC) and principal to help develop the SIP. The team provides data on: Tier 1, 2, and 3 targets; academics and social/emotional areas that need to be addressed; help set clear expectations for instruction (rigor, Relevance, Relationship); facilitate the development of a systemic approach to teacher (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and align processes and procedures.</p>
MTSS Implementation
<p>Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.</p> <p>Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT) Progress Monitoring: PMRN, SRI, FAIR, Performance Matters, Writing Roadmap, Accelerated Math</p>
<p>Describe the plan to train staff on MTSS.</p> <p>Professional development will be provided throughout the school year.</p>
<p>Describe the plan to support MTSS.</p> <p>By utilizing the MTSS process with fidelity.</p>

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
<p>Identify the school-based Literacy Leadership Team (LLT).</p> <p>The Literacy Leadership Team (LLT)'s purpose is to create capacity of reading knowledge within the school building and to focus on areas of literacy concerns across the school. Members of the LLT will include but not be limited to the principal, all reading teachers, the media specialist, and one representative from each of the core content areas.</p>

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

We plan to meet the last Tuesday of every month. The Literacy Leadership Team will meet monthly to work on ensuring that reading instruction is consistent with the reading plan; to discuss reading data; and to plan special reading events.

The principal will establish criteria for membership and then confer with the reading teachers to develop a list of qualified candidates based on the established criteria.

The principal will support the work of the reading leadership team by reinforcing their work; by providing constructive feedback; by keeping all members informed as to literacy goals, activities, and objectives statewide; by providing assistance for the implementation and delivery of LLT's programs and initiatives; and by discussing planning needs for this implementation.

The LLT will provide updates at faculty meetings and highlight media center programs, best practices, and other school/district/state initiatives from which faculty and/or students would benefit. To support the work of the LLT and to build lateral capacity across subject areas, professional learning communities will meet to facilitate effective planning, decision-making and implementation of reading initiatives in the school.

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

The Literacy Leadership Team's major initiative will be to provide direction for the entire school staff in regards to raising student achievement levels in reading.

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.

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****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 (2)(b) F.S

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

The Literacy Leadership Team's major initiative will be to provide direction for the entire school staff in regards to raising student achievement levels in reading. The Literacy Leadership Team's purpose is to create capacity of reading knowledge within the school building and to focus on areas of literacy concerns across the school by providing researched based reading strategies to address the areas of concern. The Literacy Leadership Team and the administration will monitor the staff to ensure that indeed reading strategies are being used and taught.

****High Schools Only***

Note: Required for High School-Sec. 1003.413(2)(g), (2)(j) F.S.

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

The school offers students elective courses in art, business, agriculture, music, teacher assisting and early childhood.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

The school offers students elective courses in art, business, agriculture, music, teacher assisting and early childhood. Every year in the spring students participate in a course selection process that exposes them to next year's curriculum. During this process students meet one on one with the guidance counselor to decide what classes will be taken. Student's take home their final course selection for parent approval then input their information into the scheduling data base which generates their schedule. Students meet with the career counselor to discuss academic and career options. The career counselor meets with all 8th graders to complete e-pep's. The career counselor uses results from the CPT, ASVAB, PLAN, PSAT to direct students in the right path for academic and career success.

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Postsecondary Transition

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

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

The Moore Haven High School Guidance Counselor works with students each year to complete and update FACTS.org planning documents. The Guidance Counselor also meets individually with students for academic and post-secondary planning each year. Career and college days are held annually for all students. At Moore Haven High School 11th Graders are encouraged and provided an opportunity to take the College Placement Test (CPT) at no charge administered by Edison State College. Moore Haven High School is a SAT testing site and an on-going education campaign regarding taking these assessments in its place. Students are encouraged to participate in dual enrollment and Advanced Placement courses to the degree appropriate for each student.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1A.1. Lack of background knowledge	1A.1. Employ a variety of text: informational, technical, content based and Differentiate Instruction	1A.1. Literacy Leadership Team	1A.1. Increased reading comprehension scores	1A.1. FAIR/FCAT		
<u>Reading Goal #1A:</u> Increase the number of students achieving proficiency, FCAT Level 3, in reading by 5%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	23	25					
		1A.2. Lack of text rich environment in the home.	1A.2. Utilize complex text reading materials in advanced classes. Provide a variety of text mediums for all students. Create print rich classrooms	1A.2. Administration	1A.2. Increased reading and comprehension scores	1A.2. FAIR/FCAT	
		1A.3. Poor Attendance	1A.3. Communicate with parents	1A.3. Administration and teachers	1A.3. Documented parent contact	1A.3. Open house sign in sheets Emails Phone Call Logs	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1. Lack of background knowledge	1B.1 Constant remediation Set schedule Practice assessments.	1B.1. Administration And Teacher	1B.1. Increased reading comprehension scores	1B.1. FCAT Scores		
<u>Reading Goal #1B:</u> <i>We want our alternate assessed students to remain where they are or increase by 1 level.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<i>4</i>	<i>4</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.	2A.1. Enhance lack of academics for higher achieving students	2A.1. Teach reading strategies in Advanced Classes to ensure continued support of higher achieving students.	2A.1. Administration and teachers	2A.1. Classroom Walk-Through Daily Lesson Plans Formal and Informal Observation	2A.1. FCAT Data and Progress Monitoring		
<u>Reading Goal #2A:</u> Increase number of students achieving proficiency, FCAT Levels 4, in reading by 5%	<u>2012 Current Level of Performance:*</u> 25	<u>2013 Expected Level of Performance:*</u> 26					
		2A.2. Low number of students taking and being successful with rigorous coursework in the area of reading	2A.2. Provide dual enrollment opportunities for students achieving at or above proficiency.	2A.2. Administration Guidance Counselor	2A.2. Classroom Walk-Through Formal and Informal Observations	2A.2. FCAT Data Progress Monitoring	

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		2A.3. Poor Attendance	2A.3. Increase parent contact	2A.3. Administration and teachers	2A.3. Documented parent contact	2A.3. Open House Sign In Sheets Emails Phone Call Logs	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2B.1. Lack of background knowledge	2B.1 Constant remediation Set schedule Practice assessments.	2B.1. Administration And Teacher	2B.1. Increased comprehension scores	2B.1. FCAT Scores		
<u>Reading Goal #2B:</u> <i>We want our alternate assessed students to remain where they are or increase by 1 level.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	2	2					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3A. FCAT 2.0: Percentage of students making learning gains in reading.	3A.1. Limited amount reading strategies offered to students.	3A.1. Provide time out of classroom for reading teachers to analyze data and plan for instructional strategies and MTSS for students.	3A.1. Reading Teachers Administration	3A.1. Review Progress Monitoring data over the course of the year.	3A.1. Lesson Plans Progress Monitoring Results FCAT Data Classroom Formal and Informal Observations		
<u>Reading Goal #3A:</u> <u>Increase number of students making learning gains in reading by 5%</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>113</i>	<i>119</i>					
		3A.2. Lack of background knowledge	3A.2. Employ a variety of text: Informational, technical, content based. Differentiate instruction	3A.2. Literacy Leadership Team	3A.2. Increased reading comprehension scores	3A.2. FAIR FCAT	

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		3A.3. Large Class Sizes for at risk readers	3A.3. Follow state guidelines regarding Class Size Reduction and limit remedial reading classes to no more than twenty students	3A.3. Administration Guidance Counselor	3A.3. Review of Data and class Roster to ensure proper placement of students in classes with limited numbers of seats.	3A.3. FCAT Data Progress Monitoring Data	
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1. Lack of background knowledge	3B.1 Constant remediation Set schedule Practice assessments.	3B.1. Administration And Teacher	3B.1. Increased reading comprehension scores	3B.1. FCAT Scores		
Reading Goal #3B: <i>We want our alternate assessed students to remain where they are or increase by 1 level.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</p>	<p>4A.1. Lack of text rich environment in the home</p>	<p>4A.1. Utilize complex text reading materials in advanced classes Provide a variety of text mediums for all students Create print rich classrooms</p>	<p>4A.1. Administration</p>	<p>4A.1. Increased reading comprehension scores</p>	<p>4A.1. FAIR FCAT</p>		
<p><u>Reading Goal #4:</u> <u>Increase number of students in the lowest 25% making learning gains in reading.</u></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>15</i></p>	<p><i>19</i></p>					
		<p>4A.2. Lack of background knowledge</p>	<p>4A.2. Employ a variety of text: informational, technical, content based. Differentiate instruction</p>	<p>4A.2. Literacy Leadership Team</p>	<p>4A.2. Increased reading comprehension scores</p>	<p>4A.2. FAIR FCAT Scores</p>	

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		4A.3. Adequate training of all core subject area as well as non-reading endorsed teachers on reading strategies	4A.3. Teacher In-Service	4A.3. Administration	4A.3. Increased awareness of reading strategies	4A.3. Lesson Plans	
Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011		Implementation of AVID for 7 th graders	Supporting the original cohort of now 8 th graders and bringing on new 7 th graders.	Supporting the original cohort of now 9 th graders and 8 th graders and bringing on new 7 th graders.	Supporting the original cohort of now 9 th graders and 8 th graders and bringing on new 7 th graders.	Adding a new 7 th grade class.
<u>Reading Goal #5A:</u> <i>Though the use of AVID strategies, we will continually bridge the gap for student successes.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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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. White: Black: Hispanic: Asian: American Indian: Poor Attendance</p>	<p>5B.1. Communicate with parents</p>	<p>5B.1. Administration Teachers</p>	<p>5B.1. Documented parent contact</p>	<p>5B.1. Open House Sign In Sheets Emails Phone Call Logs</p>		
<p><u>Reading Goal #5B:</u> Increase number of students, White, Black, Hispanic, Asian, and American Indian making Adequate Yearly Progress (AYP) in reading.</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> White: Black: Hispanic: Asian: American Indian:</p>	<p><i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:</p>					
		<p>5B.2. Lack of text rich environment in the home</p>	<p>5B.2. Utilize complex text reading materials in advanced classes. Provide a variety of text mediums for all students</p>	<p>5B.2. Administration</p>	<p>5B.2. Increased reading comprehension scores</p>	<p>5B.2. FAIR FCAT Scores</p>	

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		5B.3. Lack of background knowledge	5B.3. Employ a variety of text: informational, technical, content based Differentiate instruction	5B.3. Literacy Leadership Team	5B.3. Increased reading comprehension scores	5B.3. FAIR FCAT Scores	
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1. Lack of text rich environment in the home	5C.1. Utilize complex text reading materials in advanced classes Provide a variety of text mediums for all students Create print rich classrooms	5C.1. Administration	5C.1. Increased reading comprehension scores	5C.1. FAIR FCAT SCORES		
<u>Reading Goal #5C:</u> <i>Increase number of ELL students making learning gains in reading by 5%</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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		5C.2. Lack of background knowledge	5C.2. Employ a variety of text: Informational, technical, content based. Differentiate Instruction	5C.2. Literacy Leadership Team	5C.2. Increased reading comprehension scores	5C.2. FAIR FCAT SCORES	
		5C.3. Poor Attendance	5C.3. Communicate with parents	5C.3. Teachers Administration	5C.3. Documented parent contact	5C.3. Open House Sign In Sheets Emails Phone Call Logs	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		

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<p>Reading Goal #5D: Increase number of Students with disabilities (SWD) making Adequate Yearly Progress (AYP) in reading by 5%</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>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.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>5E. Economically Disadvantaged students not making satisfactory progress in reading.</p>	<p>5E.1. Students failure to complete assignments</p>	<p>5E.1. Rewards program implemented school wide to increase level of assignments completed and turned in at every grade level.</p>	<p>5E.1. Administration PBS Team PBS Coach</p>	<p>5E.1. Quarterly Rewards at the end of each grading term</p>	<p>5E.1. FCAT Data Progress Monitoring Data</p>		
<p><u>Reading Goal #5E:</u> <i>Increase number of ED students making learning gains in reading by 5%</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>					
		<p>5E.2. Students taking and being successful with more rigorous coursework in the area of reading</p>	<p>5E.2. To provide students opportunities for students to take honors, Advanced Placement, and Dual Enrollment Classes</p>	<p>5E.2. Administration Guidance Counselor</p>	<p>5E.2. Administration and Guidance Counselor review class roster</p>	<p>5E.2. Progress Monitoring Data FCAT Data Success Rate completing class work Distribution of Grades in Class</p>	
		<p>5E.3.</p>	<p>5E.3.</p>	<p>5E.3.</p>	<p>5E.3.</p>	<p>5E.3.</p>	

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Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Analysis	7-12 All subjects	Consultant Administration	School Wide	Ongoing	Meet with teacher following FAIR progress monitoring assessments for disaggregate data	Teacher Administration
FAIR Assessments and Progress Monitoring	7-12	Fair Trainers	7-12 Reading Teachers	Ongoing	Meet with Teachers after FAIR assessments progress monitoring to disaggregate data	Teacher, FAIR facilitators, administration
Fidelity of implementing Glencoe Literature series	7-12 Language Arts	Glencoe Consultant	7-12 Language Arts Teachers	Ongoing	Lesson plan check; walkthroughs	Administration
Fidelity of implementation of READ 180	7-12 Reading	READ 180 Consultants	7-12 Intensive Reading Teachers	August 2011 Ongoing	Meet with teachers as needed for implementing READ 180	Read 180 Teachers Administration
Fidelity of implementation of Building Academic Vocabulary initiative	7-12 all subjects	District and School Leaders	7-12 all subject area teachers	Ongoing	Lesson Plan Checks Walkthroughs	administration
Fidelity of implementation of MTSS process	7-12 all subjects	District and School Leaders	7-12 all subjects	Ongoing	Frequent progress monitoring meetings with MTSS team	Teachers, Administration, RtI team

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PDCA/FCIM	7-12 all subjects	Administration	7-12 all subject area teachers	Ongoing	Instructional Focus meetings once a month; instructional focus calendars	IF groups Administration
Renaissance Successful Reader	9-12 Reading	Consultant	9-12 Reading	Ongoing	Meet with teachers as needed for implementation of Renaissance Successful Reader	Administration Reading Teachers
Lesson Planning and Delivery	7-12 All Subjects	Administration	7-12 All Subjects	Ongoing	Lesson Plan checks using OnCourse lesson Planner; Classroom Walkthroughs	Administration
Reading Renaissance	7-12 Reading	Consultant	7-12 reading teachers	Ongoing	Lesson Plan checks using OnCourse Lesson Planner; Classroom Walkthroughs; LLT discussions	Administration Literacy Leadership Team

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Reading Budget (Insert rows as needed)

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Utilize higher level reading materials in advanced classes	Fiction, Nonfiction reading materials	District School Grants	
Provide a variety of text mediums for all students	Fiction, Nonfiction reading materials	District School Grants	
Create print rich classrooms	Fiction, Nonfiction reading materials	District School Grants	
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Use Accelerated Reader in all reading classes	Renaissance Learning	District	
Use Read 180 in intensive classes	Read 180	District	
Reading Endorsement/NGCAR-PD	Stipend for trainer preparation/training and teacher Reading Coursework Completion	District	
RTI/Data Analysis	Out of Classroom time for data analysis (substitutes)	District	
Use differentiated instruction	OnCourse Lesson Planner	District	
	FAIR	District	
	Data Analysis, PDCA/FCIM	District	
	Performance Matters	District	
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Use Accelerated Reader in all reading classes	Renaissance Learning	Included	
Use Read 180 in intensive classes	Read 180	Included	
Use differentiated instruction	OnCourse Lesson Planner	Included	
Use differentiated instruction	Data Analysis Consultants	District	

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Use differentiated instruction	Performance Matters	Included	
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.						
1. Students scoring proficient in listening/speaking.	Many of our students have come directly from their home country. This is their first experience with English	An immersion approach will be used for all new students. They will be scheduled into regular classes as well as ELL support. The content will be secondary to language acquisition.	Counselors, ELL teacher	Progress monitoring	CELLA	

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<p>CELLA Goal #1: will increase the number of students scoring proficient in listening and speaking.</p>	<p><u>2012 Current Percent of Students Proficient in Listening/Speaking:</u></p>					
	<p><i>9th 33%, 10th 0%, 11th 50%, 12th 100%</i> <i>8students</i></p>					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
<p>Students read grade-level text in English in a manner similar to non-ELL students.</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>	
<p>2. Students scoring proficient in reading.</p>	<p>Students' reading is affected by the level of language acquired. Until the language acquisition is sufficient, the reading will be a challenge.</p>	<p>Teachers will provide multiple opportunities for exposure to language. Students will use collaborative pairings to assist. Classrooms will be print rich environments.</p>	<p>Classroom teachers, administration</p>	<p>Classroom walkthroughs, lesson plans</p>	<p>CELLA</p>	
<p>CELLA Goal #2: will increase the number of ELL students who score proficient in reading.</p>	<p><u>2012 Current Percent of Students Proficient in Reading:</u></p>					
	<p><i>9th 0%, 10th 0%, 11th 50%, 12th 0%</i> <i>8students</i></p>					

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		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. Students scoring proficient in writing.	3.1 Writing is dependent on language acquisition.	3.1 Teachers will provide instruction in the writing process. Students will improve in their writing as their vocabularies increase. Support from our ELL paraprofessional will be provided.	3.1 Classroom teachers, ELL paraprofessional	3.1 Review of writing samples, progress monitoring.	3.1 CELLA	
CELLA Goal #3: <i>will increase proficiency in writing for our ELL students.</i>	2012 Current Percent of Students Proficient in Writing :					
	<i>9th 33%, 10th 0%, 11th 0%, 12th 0% 8students.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

CELLA Budget (Insert rows as needed)

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

Elementary School Mathematics Goals

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

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

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

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

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1. N/A	2B.1. N/A	2B.1. N/A	2B.1. N/A	2B.1. N/A		
Mathematics Goal #2B: N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	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		
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3A. FCAT 2.0: Percentage of students making learning gains in mathematics.	3A.1. N/A	3A.1. N/A	3A.1. N/A	3A.1. N/A	3A.1. N/A		
<u>Mathematics Goal #3A:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1. N/A	3B.1. N/A	3B.1. N/A	3B.1. N/A	3B.1. N/A		
<u>Mathematics Goal #3B:</u> N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1. N/A	4A.1. N/A	4A.1. N/A	4A.1. N/A	4A.1. N/A		
Mathematics Goal #4: N/A	<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>					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	

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

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	Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	Enter numerical data for expected level of performance in this box. White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

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

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<p>1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.</p>	<p>1A.1. Lack of innovative ways to deliver core instruction.</p>	<p>1A.1. Math PLC will determine core instructional needs by reviewing common assessment data for all students. Meaningful Professional Development/ observations to gain ideas for instruction. Peer Mentoring among teachers to share ideas and help develop strategies to improve instruction</p>	<p>1A.1. Math PLC</p>	<p>1A.1. Review common assessments (performance matters, FCAT explorer) and use the data to drive instruction of NGSSS/CCSS</p>	<p>1A.1. Continued use of data analysis of common assessments.</p>		
<p><u>Mathematics Goal #1A:</u> To increase the number of students achieving at proficiency level 3 on the FCAT assessment by 10%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>23</p>	<p>25</p>					

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		1A.2. Master Schedule does not incorporate time for supplemental instruction on a regular basis, i.e. intensive math courses. Loss of instructional time due to school activities.	1A.2. The teachers provide supplemental instruction in addition to core instruction before/after school in tutorial sessions for students not responding to core instruction. Utilize the learning strategies class for FCAT proficiency. Minimize loss of class time by use of alternative schedules. Better utilization of class time with instruction centered around the Essential Questions.	1A.2. Principal / Assistant Principal / Teacher	1A.2. Use of performance matters, renaissance (accelerated) math and FCAT explorer data. Use of Essential Questions written in student terminology to help drive instruction.	1A.2. Use of performance matters, renaissance (accelerated) math and FCAT explorer data.	
		1A.3. Lack of technology and Outdated technology	1A.3 Use of LCIF money to update technology.	1A.3. Math PLC	1A.3. Teacher evaluation of student data	1A.3. Use of performance matters, renaissance (accelerated) math and FCAT explorer data.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1B.1. Lack of background knowledge	1B.1 Constant remediation Set schedule Practice assessments.	1B.1. Administration And Teacher	1B.1. Increased math comprehension scores	1B.1. FCAT Scores		
<u>Mathematics Goal #1B:</u> <i>We want our alternate assessed students to remain where they are or increase by 1 level.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	5	6					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.	2A.1. Minimal use in core instruction of enrichment activities and development of higher order thinking skills.	2A.1. Teachers use Higher Order Thinking Skills questions by asking probing questions including, "why?" and "why not?" designed to promote critical, independent and creative thinking. Teachers incorporate word problems into every mathematic lesson and all work sets.	2A.1. Principal / Assistant Principal.	2A.1. Classroom observations made by Principal / Assistant Principal.	2A.1. Teacher evaluation and lesson plans / pacing guide.		

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<u>Mathematics Goal #2A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
To increase the number of students achieving at proficiency level 3 on the FCAT assessment by 10%							
	25	27					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2B.1. Lack of background knowledge	2B.1 Constant remediation Set schedule Practice assessments.	2B.1. Administration And Teacher	2B.1. Increased math comprehension scores	2B.1. FCAT Scores		
<u>Mathematics Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>We want our alternate assessed students to remain where they are or increase by 1 level.</i>							

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	<i>0</i>	<i>1</i>					
		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 mathematics.	3A.1. Adequately provide differentiated instruction using (MTSS) necessary to increase learning gains.	3A.1. Teachers will consistently use leveled activities and differentiated tasks for small groups and partnered activities form state adopted textbooks and supplements.	3A.1. Principal / Assistant Principal / Teacher	3A.1. Classroom observations and lesson plan review.	3A.1. Classroom observation and lesson plans/pacing guides.		
<u>Mathematics Goal #3A:</u> <i>We want 25% of students to make sufficient gains to be measured.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>70</i>	<i>88</i>					

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		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1. Lack of background knowledge	3B.1 Constant remediation Set schedule Practice assessments.	3B.1. Administration And Teacher	3B.1. Increased comprehension scores	3B.1. FCAT Scores		
<u>Mathematics Goal #3B:</u> <i>We want our alternate assessed students to remain where they are or increase by 1 level.</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>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.	4A.1. Minimal use of manipulative and/or hands-on activities provided during core instruction.	4A.1. Teachers will incorporate mathematics manipulative into modeled instruction and guided practice in every unit of study to address the needs, learning styles and abilities of individual and/or small groups of students based upon student achievement data.	4A.1. Principal / Assistant Principal / Teacher	4A.1. Classroom observations and lesson plan review. Follow up documentation for professional development.	4A.1. Classroom observations and lesson plan / pacing guide.		
Mathematics Goal #4: <i>We will identify and aide our lowest 25% to make gains in Mathematics</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	6	8					
		4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	

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		4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<u>Mathematics Goal #5A:</u> <i>Though the use of AVID strategies, we will continually bridge the gap for student successes.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B.1. White: Current level of Performance. Black: Current level of Performance. Hispanic: Current level of Performance. Asian: n/a American Indian: n/a	5B.1. Teacher will utilize research – based lesson planning and delivery model to develop lessons aligned	5B.1. Principal / Assistant Principal	5B.1. Classroom observations and lesson plan review.	5B.1. Classroom observations and lesson plan / pacing guide.		

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<u>Mathematics Goal</u> <u>#5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>We will reduce the number of students not making gains by at least 10% in each sub group.</i>							
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	5B.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		
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.	5C.1. N/A	5C.1. N/A	5C.1. N/A	5C.1. N/A	5C.1. N/A		

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Mathematics Goal #5C: <i>N/A Subgroup contains less than 30 students</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>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
Mathematics Goal #5D: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.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		
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.		
<u>Mathematics Goal #5E:</u> <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.	

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

High School	Mathemat	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1.1. Lack of background knowledge	1.1 Constant remediation Set schedule Practice assessments.	1.1. Administration And Teacher	1.1. Increased comprehension scores	1.1. FCAT Scores			
Mathematics Goal #1: <i>We want our alternate assessed students to remain where they are or increase by 1 level.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>						
	0	1						

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		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2.1. Lack of background knowledge	2.1 Constant remediation Set schedule Practice assessments.	2.1. Administration And Teacher	2.1. Increased comprehension scores	2.1. FCAT Scores		
Mathematics Goal #2: <i>We want our alternate assessed students to remain where they are or increase by 1 level.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>1</i>	<i>1</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3.1. Lack of background knowledge	3.1 Constant remediation Set schedule Practice assessments.	3.1. Administration And Teacher	3.1. Increased comprehension scores	3.1. FCAT Scores		
Mathematics Goal #3: <i>We want our alternate assessed students to remain where they are or increase by 1 level.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>1</i>	<i>1</i>					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	

End of Florida Alternate Assessment High School Mathematics Goals

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

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

Algebra 1 EOC	Problem-					
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Goals	Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Algebra 1.	1.1 Students must increase their ability to think critically and analyze information.	1.1 Teachers will implement the strategy of marking the text to increase student attention to detail and analysis.	1.1 Administration, teachers	1.1 Classroom walkthroughs and PLC discussions	1.1. Focus assessments, district benchmark testing		
<u>Algebra 1 Goal #1:</u> Increase the number of students scoring three or higher. By 5 percent	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>16</i>	<i>17</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		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		
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.	2.1 Students will be exposed to more rigorous coursework to increase performance levels of students scoring at or above a 4.	2.1 Pre-AP strategies have been infused throughout the curriculum. SpringBoard has been mandated in Language Arts.	2.1 Teachers, administration	2.1 Classroom walkthroughs, BLPT discussions	2.1 District benchmark assessments		
Algebra Goal #2: <i>Increase the number of students scoring three or higher. By 5 percent</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	3	5					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	

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<p>3A. In six years, school will reduce their achievement gap by 50%.</p>	<p>Baseline data 2010-2011</p>		<p>Implementation of AVID for 7th graders</p>	<p>Supporting the original cohort of now 8th graders and bringing on new 7th graders.</p>	<p>Supporting the original cohort of now 9th graders and 8th graders and bringing on new 7th graders.</p>	<p>Supporting the original cohort of now 9th graders and 8th graders and bringing on new 7th graders.</p>	<p>Adding a new 7th grade class.</p>
<p>Algebra 1 Goal #3A: <i>Though the use of AVID strategies, we will continually bridge the gap for student successes.</i></p>							
<p>Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		
<p>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.</p>	<p>3B.1. White: Black: Hispanic: Asian: American Indian:</p>	<p>3B.1.</p>	<p>3B.1.</p>	<p>3B.1.</p>	<p>3B.1.</p>		
<p>Algebra 1 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>					

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	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

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<p>3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.</p>	<p>3.D.1 Students in this subgroup have historically struggled.</p>	<p>3.D.1 Teachers will differentiate instruction to meet the needs of all students. Teachers will use strategic grouping to maximize student performance.</p>	<p>3.D.1 Teachers, administration</p>	<p>3.D.1 Classroom walkthroughs, lesson plans</p>	<p>3.D.1. FCAT, EOC, FAIR, progress monitoring</p>		
<p><u>Algebra 1 Goal #3D:</u> <i>Increase the number of SWD students making satisfactory progress in Algebra I.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>3</p>	<p>5</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>	

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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		
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.	3.E.1 Students in this subgroup have historically struggled.	3.E.1 Teachers will differentiate instruction to meet the needs of all students. Teachers will use strategic grouping to maximize student performance.	3.E.1 Teachers, administration	3.E.1 Classroom walkthroughs, lesson plans	3.E.1 FCAT, EOC, FAIR, progress monitoring		
Algebra 1 Goal #3E: <i>Increase the amount of students making satisfactory progress in Algebra 1.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	3	5					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Algebra 1 EOC Goals

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

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

Geometry EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Geometry.	1.1. Teachers are not providing enough opportunity for students to participate in accountable talk to explain and justify their reasoning in problem solving, to construct viable arguments and critique the reasoning of others.	1.1. Teachers will use "think-alouds" to verbalize their reasoning, creating mental pictures for students, connecting information to prior knowledge, creating analogies, clarifying confusing points, and/or making/ revising predictions.	1.1. Administration	1.1. PLC discussions Walk through data, Benchmark test results Lesson plans	1.1. Geometry EOC		

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Geometry Goal #1: <i>75% of students taking 12-13 Geo EOC will achieve level 3 or higher</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>11</i>	<i>12</i>					
		1.2. Teachers are not providing enough opportunity for students to explain and justify their reasoning in written response using academic language.	1.2. Teachers will participate in professional development on Rubrics. Formal assessments will include written response questions	1.2. Administration	1.2. PLC discussions Walk through data, Benchmark test results Lesson plans	1.2. Geometry EOC	
		1.3. New EOC is difficult due to lack of exposure.	1.3. PD and curricular design aligned with new	1.3. Teacher and Administration	1.3. Class assessments Pre and post test	1.3. EOC	
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 Geometry.</p>	<p>2.1. Teachers are not providing enough opportunity for students to participate in accountable talk to explain and justify their reasoning in problem solving, to construct viable arguments and critique the reasoning of others.</p>	<p>2.1. Teachers will use “think-alouds” to verbalize their reasoning, creating mental pictures for students, connecting information to prior knowledge, creating analogies, clarifying confusing points, and/or making/ revising predictions.</p>	<p>2.1. Administration</p>	<p>2.1. PLC discussions Walk through data, Benchmark test results Lesson plans</p>	<p>2.1. Geometry EOC</p>		
<p>Geometry Goal #2: <i>Increase the number of students testing at achievement level 4 and 5 in Geometry.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>0</p>	<p>5</p>					

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		2.2. Teachers are not providing enough opportunity for students to explain and justify their reasoning in written response using academic language.	2.2. Teachers will participate in professional development on Rubrics. Formal assessments will include written response questions	2.2. Administration	2.2. PLC discussions Walk through data, Benchmark test results Lesson plans	2.2. Geometry EOC	
		2.3. Lack of rigor in geometry honors classrooms in terms of differentiations	2.3. Separate regular and geometry honor classes	2.3. Guidance and Administration	2.3. Pacing of lessons checking for retention	2.3. EOC	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2011-2012		Implementation of AVID for 7th graders	Supporting the original cohort of now 8th graders and bringing on new 7th graders.	Supporting the original cohort of now 9th graders and 8th graders and bringing on new 7th graders.	Supporting the original cohort of now 9th graders and 8th graders and bringing on new 7th graders.	
<u>Geometry Goal #3A:</u> * AMO data has not been released yet.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.	3B.1. White: Black: Hispanic: Asian: American Indian: Cultural belief that higher education is not important.	3B.1. Uses resources to get parents more involved to increase their positive response to education	3B.1. Administration and teachers	3B.1. Class assessments	3B.1. EOC		

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Geometry Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Increase students' level of desire to achieve.							
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.	3C.1. Lack of adequate number of ESOL support personnel.	3C.1. Use all other available resources to assist students	3C.1. Administration / Teachers	3C.1. Class assignments.	3C.1. EOC		
Geometry Goal #3C: N/A	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.</p>	<p>3D.1. At risk students need additional one-on-one math instruction outside of the classroom</p>	<p>3D.1. After-school math tutoring to provide on-going support for classroom introduced concepts</p>	<p>3D.1. Administration</p>	<p>3D.1. PLC discussions Walk through data, Benchmark test results Lesson plans</p>	<p>3D.1. Geometry EOC</p>		
<p><u>Geometry Goal #3D:</u> N/A</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>					
		<p>3D.2. At risk students need extra support in reading strategies and vocabulary acquisition.</p>	<p>3D.2. Teachers will incorporate reading strategies and vocabulary acquisition during instruction.</p>	<p>3D.2. Administration</p>	<p>3D.2. PLC discussions Walk through data, Benchmark test results Lesson plans</p>	<p>3D.2. Geometry EOC</p>	
		<p>3D.3. At risk students are not consistently engaged in the instruction</p>	<p>3D.3. Teachers need to reinvest in Kagen strategies.</p>	<p>3D.3. Administration</p>	<p>3D.3. PLC discussions Walk through data, Benchmark test results Lesson plans</p>	<p>3D.3. Geometry EOC</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		
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1. At risk students need additional one on one math instruction outside of the classroom	3E.1. After-school math tutoring to provide on-going support for classroom introduced concepts	3E.1. Administration	3E.1. PLC discussions Walk through data, Benchmark test results Lesson plans	3E.1. Geometry EOC		
Geometry Goal #3E: <i>Increase the amount of ED students proficient in Geometry</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>					
		3E.2. At risk students need extra support in reading strategies and vocabulary acquisition.	3E.2. Teachers will incorporate reading strategies and vocabulary acquisition during instruction.	3E.2. Administration	3E.2. PLC discussions Walk through data, Benchmark test results Lesson plans	3E.2. Geometry EOC	

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		3E.3. At risk students are not consistently engaged in the instruction	3E.3. Teachers need to reinvest in Kagen strategies.	3E.3. Administration	3E.3. PLC discussions Walk through data, Benchmark test results Lesson plans	3E.3. Geometry EOC	
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End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.							
	PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
	Differentiated Instruction Kagan	7-12	TBD	Math PLC	Aug. 2011	Meet with math PLC members to share strategies learned from observations.	Principal / Assistant Principal
	Performance Matters	7-12	Administration	All Departments	Sept. 2011	Frequent progress monitoring	Principal / Assistant Principal
Core Text	7-12	Glenco	All Math subjects	Ongoing	Progress monitoring	Principal / Assistant Principal	

Mathematics Budget (Insert rows as needed)

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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
Technology			
Strategy	Description of Resources	Funding Source	Amount
1.1 Math PLC will determine core instructional needs by reviewing common assessment data for all students	Performance Matters	District	\$650.00
Teachers utilize this program for students that are not on pace to graduate.	Educational Options	Title I-D	\$1,400.00
5A.1. Teacher will utilize a research based lesson planning and delivery model to develop lessons aligned with the course pacing guides. 3.1. Teachers will consistently use leveled activities and differentiated tasks for small groups and partnered activities from state adopted textbooks and supplements.	On Course Lesson Planner	District	\$335.00
1.1 Math PLC will determine core instructional needs by reviewing common assessment data for all students.	FCIM / PDCA	District	\$1,000.00
1.1 Math PLC will determine core instructional needs by reviewing common assessment data for all students.	Data Consultant	District	\$1,976.00
3.1. Teachers will consistently use leveled activities and differentiated tasks for small groups and partnered activities from state adopted textbooks and supplements.	Renaissance Learning	District / LCIF	\$1,300.00

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1.1 Math/Reading/Science PLC will determine core instructional needs by reviewing common assessment data for all students	Performance Matters	District/RTT	\$2,346
Subtotal: 5,830			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Meaningful Professional Development / observation to gain ideas for instruction.	Heartland Education Consortium	HEC	\$0.00
Teachers attend appropriate professional development for the use of manipulatives in math instruction.	Heartland Education Consortium	HEC	\$0.00
FCIM--PBS-NGSSS-Reading-Math-Science	Federal Money	Title II Title VI	\$15,323.00 \$1,406.00
Subtotal: \$16,729			
Other			
Strategy	Description of Resources	Funding Source	Amount
Professional Development	FCIM--PBS-NGSSS-Reading-Math-Science		
Title II		\$ 15,323.00	
Title VI		\$ 1,406.00	
Subtotal:			
Total:			

End of Mathematics Goals

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1A.1. Student lack of motivation for and background knowledge of science material	1A.1. To implement class labs, technology and /or field trips to help students make connections and build background knowledge	1A.1. Administration Science Department	1A.1. Lessons, technology, guest speakers, classroom walkthroughs, Progress monitoring (teacher/student)	1A.1. Progress Monitoring results, Lesson Plans, FCAT Results		
Science Goal #1A: <i>Increase the number of students testing at achievement level 3 by 10%</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>19</i>	<i>21</i>					

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		1A.2. Students' lack of ability to connect previous year's science knowledge to current content	1A.2. Teachers will plan lessons that are vertically aligned to help build content knowledge and help teachers progress monitor students	1A.2. Administration Science Department	1A.2. Monthly meetings to discuss science data, align standards according to students' needs	1A.2. Lesson Plans	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1B.1. Lack of background knowledge	1B.1 Constant remediation Set schedule Practice assessments.	1B.1. Administration And Teacher	1B.1. Increased comprehension scores	1B.1. FCAT Scores		
Science Goal #1B: <i>We want our alternate assessed students to remain where they are or increase by 1 level.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>1</i>	<i>1</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.</p>	<p>2A.1. Students not comprehending science textbooks not matching (aligned) with Science Standards</p>	<p>2A.1. Adoption of new Science textbooks for 2011 2012 school year. Teacher will meet monthly to plan units aligned with the NGSSS in the content area of science</p>	<p>2A.1. Administration Science Department</p>	<p>2A.1. Lessons used in classroom, Progress Monitoring, (both teacher and student)</p>	<p>2A.1. Progress Monitoring Results, Lesson Plans</p>		
<p><u>Science Goal #2A:</u> <i>Increase the number of students testing at achievement level 4 and 5 at least by 10%</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>1</i></p>	<p><i>3</i></p>					

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		2A.2. Student lack of motivation for and background knowledge of science material	2A.2. To implement class labs, technology and /or field trips to help students make connections and build background knowledge.	2A.2. Administration Science Department	2A.2. Lessons used in classroom, Progress Monitoring,(both teacher and student)	2A.2. Progress Monitoring Results, Lesson Plans	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2B.1. Lack of background knowledge	2B.1. Constant remediation Set schedule Practice assessments.	2B.1. Administration And Teacher	2B.1. Increased comprehension scores	2B.1. FCAT Scores		
Science Goal #2B: <i>We want our alternate assessed students to remain where they are or increase by 1 level.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					
	N/A	N/A					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

End of Elementary and Middle School Science Goals
Florida Alternate Assessment High School Science Goals

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

High School Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1.1. Lack of background knowledge	1.1 Constant remediation Set schedule Practice assessments.	1.1. Administration And Teacher	1.1. Increased comprehension scores	1.1. FCAT Scores		
Science Goal #1: <i>We want our alternate assessed students to remain where they are or increase by 1 level.</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>					
		1.2.	1.2.	1.2.	1.2.	1.2.	

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		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2.1. Lack of background knowledge	2.1 Constant remediation Set schedule Practice assessments.	2.1. Administration And Teacher	2.1. Increased comprehension scores	2.1. FCAT Scores		
<u>Science Goal #2:</u> <i>We want our alternate assessed students to remain where they are or increase by 1 level.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	N/A	N/A					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Florida Alternate Assessment High School Science Goals

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

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

Biology 1 EOC	Problem-					
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Goals	Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Biology 1.	1.1. Teachers do not consistently require students to use literacy strategies to support arguments by comparing and contrasting findings, citing textual evidence, or drawing conclusions using a variety of sources.	1.1. Participate in professional development opportunities	1.1. Administrators (walkthrough observations)	1.1. Mini-assessment data, Benchmark Test results, Lesson Plans	1.1. 2013 Biology EOC Data		

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<p><u>Biology Goal #1:</u> The percentage of students receiving a passing score on the 2013 Biology EOC Exam will be 30%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>2012 Data not reported by achievement levels</p>	<p>30% Passing Rate</p>					
		<p>1.2. Student working in teams did not consistently use effective collaborative structures with accountable talk.</p>	<p>1.2. Professional development on Kagan Strategies, Peer observation with coaching cycle</p>	<p>1.2. Administrators and Coaches (walkthrough observations)</p>	<p>1.2. Mini-assessment data, Benchmark Test results, PLC discussions</p>	<p>1.2. 2013 Biology EOC Data</p>	

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		1.3. Teachers do not consistently require students to respond in writing over short and extended time frames in response to higher order questions.	1.3. Interactive science notebook, Professional development on the use of rubrics	1.3. Administrators and Coaches (walkthrough observations)	1.3. Mini-assessment data, Benchmark Test results, PLC discussions using student work samples/models	1.3. 2013 Biology EOC Data	
		1.4 Students are not performing at the content literacy level necessary to be proficient in biology.	1.4 Professional development in common core literacy strategies NGCARPD Training	1.4 Administrators and Coaches (walkthrough observations)	1.4 Mini-assessment data, Benchmark Test results, PLC discussions	1.4 2013 Biology EOC Data 2013 FCAT Reading data	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.</p>	<p>2.1. Teachers do not consistently conduct activities that require students to analyze relationships between concepts in text and experimental results to formulate conclusions.</p>	<p>2.1. Development of labs and science demonstrations in PLC, Before/After School Science Fair Mentoring</p>	<p>2.1. Administrators and Coaches (walkthrough observations), Science Fair Coordinator</p>	<p>2.1. Analyze benchmark and mini-assessment data PLC Discussions</p>	<p>2.1. 2013 Biology EOC Data Increased number of participants in the science fair</p>		
<p><u>Biology 1 Goal #2:</u> The percentage of students receiving a passing score on the Biology EOC will be 30%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>2012 Data not reported by achievement levels</p>	<p>30% Passing Rate</p>					

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		<p>2.2.</p> <p>Teachers do not consistently require students to use literacy strategies to support arguments by comparing and contrasting findings, citing textual evidence, or drawing conclusions using a variety of sources.</p>	<p>2.2.</p> <p>Peer observation with coaching cycle, Participate in professional development opportunities, Lesson Study</p>	<p>2.2.</p> <p>Administrators and Coaches (walkthrough observations)</p>	<p>2.2.</p> <p>Mini-assessment data, Benchmark Test results, Lesson Plans</p>	<p>2.2.</p> <p>2013 Biology EOC Data</p>	
		<p>2.3.</p> <p>Student working in teams did not consistently use effective collaborative structures with accountable talk.</p>	<p>2.3.</p> <p>Professional development on Kagan Strategies, Peer observation with coaching cycle</p>	<p>2.3.</p> <p>Administrators and Coaches (walkthrough observations)</p>	<p>2.3.</p> <p>Mini-assessment data, Benchmark Test results, PLC discussions</p>	<p>2.3.</p> <p>2013 Biology EOC Data</p>	

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		2.4. Teachers do not consistently require students to respond in writing over short and extended time frames in response to higher order questions.	2.4. Interactive science notebook, Professional development on the use of rubrics	2.4. Administrators and Coaches (walkthrough observations)	2.4. Mini-assessment data, Benchmark Test results, PLC discussions using student work samples/models	2.4. 2013 Biology EOC Data	
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End of Biology I EOC Goals

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
Common Core Literacy Training	9-12/All Subjects	PLC	School-wide	Pre-school in-service, School-wide morning workshops	Walk-through observations, PLC discussions, Lesson plans	Administration
Common Core Writing Training	9-12/All Subjects	PLC	School-wide	Pre-school in-service, School-wide morning workshops	Walk-through observations, PLC discussions, Lesson plans	Administration

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Rubrics Training	9-12/All Subjects	AP	School-wide	Pre-school in-service, School-wide morning workshops	Walk-through observations, PLC discussions, Lesson plans	Administration
Kagan Strategies	9-12/All Subjects	AP	School-wide	Pre-school in-service, School-wide morning workshops	Walk-through observations, PLC discussions, Lesson plans	Administration

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
Inquiry based learning through labs and demonstrations	Various lab materials	General school funds; Outside donations	\$1,500
Development of pacing guides & mini-assessments (FCIM)	Teacher stipends for planning	SIG Grant	\$2,100

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Subtotal:3,600			
Total:			

End of Science Goals

Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1. Knowledge of basic grammar skills	1A.1 Teacher will use the write source program.	1A.1. Teacher / Administration	1A.1. Data Analysis Pre /Post tests Weekly and monthly assessments	1A.1. Rubrics Field Test Monthly Florida Writes practice tests		
<u>Writing Goal #1A:</u> <i>Increase students not making level 3 or higher by 5 %.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	69	72					
		IA.2. Weak vocabulary	IA.2. Teachers will use the Sadler vocabulary	IA.2. Teacher / Administration	IA.2. Data Analysis Pre /Post tests Weekly and monthly assessments	IA.2. Rubrics Field Test Monthly Florida Writes practice tests	
		IA.3. Lack of basic writing skills	IA.3. Small groups / Collaborative learning	IA.3. Teacher / Administration	IA.3. Data Analysis Pre /Post tests Weekly and monthly assessments	IA.3. Rubrics Field Test Monthly Florida Writes practice tests	
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1B.1. Lack of background knowledge	1B.1 Constant remediation Set schedule Practice assessments.	1B.1. Administration And Teacher	1B.1. Increased comprehension scores	1B.1. FCAT Scores		
<u>Writing Goal #1B:</u> <i>We want our alternate assessed students to remain where they are or increase by 1 level.</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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		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCIM	7-12		7-12 Grades	On Going	Classroom Observations, Walk-Throughs, Peer Observations, FCAT Data	Administration
Common Core	7-12	Admin	7-12 Grades	On Going	Classroom Observations, Walk-Throughs, Peer Observations, FCAT Data	Administration
Writing	7-12	Teacher	7-12 Grades	On Going	Classroom Observations, Walk-Throughs, Peer Observations, FCAT Data	Administration
PLCs	7-12	Teacher	7-12 Grades	On Going	Classroom Observations, Walk-Throughs, Peer Observations, FCAT Data	Administration

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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
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

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

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

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

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<p>1. Students scoring at Achievement Level 3 in Civics.</p>	<p>1.1. Insufficient amount of rigor in informational/literary text and lack of cognitive demand on student tasks interfere with their ability to understand complex text within the content areas.</p>	<p>1.1. Teachers will participate in professional development to implement NGCAR-PD reading strategies and Comprehension Instructional Sequence. Teachers will utilize Cornell note taking within the classroom to assist students in comprehending informational texts.</p>	<p>1.1. Administration</p>	<p>1.1. Pre/Post Test Classroom performance Assessments Mini-Assessments Benchmark Assessments</p>	<p>1.1. Civics EOC</p>		
<p><u>Civics Goal #1:</u> The percentage of students scoring in the upper third of the 2013 Civics EOC will meet or exceed the state average.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>N/A</p>	<p>N/A</p>					

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		1.2. Consistent use of the school wide gradual release model in all classrooms.	1.2. Teachers will participate in professional development, classroom observations to reinforce a research based gradual release model for rigorous instruction.	1.2. Administration	1.2. Pre/Post Test Classroom performance Assessments Mini-Assessments Benchmark Assessments	1.2. Civics EOC	
		1.3. Students have difficulty assimilating information gathered from a variety of resources within the content area and transferring it into a written response.	1.3. Teachers will utilize the instructional methods of journal response writing and/or writing in response to reading in order to support students in comprehending informational texts.	1.3. Administration	1.3. Pre/Post Test Classroom performance Assessments Mini-Assessments Benchmark Assessments Students' Written Responses	1.3. Civics EOC.	
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 Civics.</p>	<p>2.1. Insufficient amount of rigor in informational/literary text and lack of cognitive demand on student tasks interfere with their ability to understand complex text within the content areas.</p>	<p>2.1. Teachers will participate in professional development and instructional coaching cycles to implement NGCAR-PD reading strategies and Comprehension Instructional Sequence.</p> <p>Teachers will utilize Cornell note taking within the classroom to assist students in comprehending informational texts.</p>	<p>2.1. Administration</p>	<p>2.1. Pre/Post Test</p> <p>Classroom performance</p> <p>Assessments</p> <p>Mini-Assessments</p> <p>Benchmark Assessments</p>	<p>2.1. Civics EOC</p>		
<p><u>Civics Goal #2:</u></p> <p>The percentage of students scoring in the upper third of the 2013 Civics EOC will meet or exceed the state average.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	N/A	N/A					
		2.2. Consistent use of the school wide gradual release model in all classrooms.	2.2. Teachers will participate in professional development, classroom observations, side-by-side coaching, along with instructional coaching cycles to reinforce a research based gradual release model for rigorous instruction.	2.2. Administration	2.2. Pre/Post Test Classroom performance Assessments Mini-Assessments Benchmark Assessments	2.2. Civics EOC	
		2.3. Students have difficulty assimilating information gathered from a variety of resources within the content area and transferring it into a written response.	2.3. Teachers will utilize the instructional methods of journal response writing and/or writing in response to reading in order to support students in comprehending informational texts.	2.3. Administration	2.3. Pre/Post Test Classroom performance Assessments Mini-Assessments Benchmark Assessments Students' Written Responses	2.3. Civics EOC.	

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Civics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FCIM	7-12		7-12 Grades	On Going	Classroom Observations, Walk-Throughs, Peer Observations, FCAT Data	Administration
Common Core	7-12	Admin	7-12 Grades	On Going	Classroom Observations, Walk-Throughs, Peer Observations, FCAT Data	Administration
Writing	7-12	Teacher	7-12 Grades	On Going	Classroom Observations, Walk-Throughs, Peer Observations, FCAT Data	Administration
PLCs	7-12	Teacher	7-12 Grades	On Going	Classroom Observations, Walk-Throughs, Peer Observations, FCAT Data	Administration

Civics Budget (Insert rows as needed)

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

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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 Civics Goals

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

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

U.S. History EOC Goals	Problem- Solving Process to Increase Student Achievem						

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	ent						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in U.S. History.	1.1. Insufficient amount of rigor in informational/literary text and lack of cognitive demand on student tasks interfere with their ability to understand complex text within the content areas.	1.1. Teachers will participate in professional development and instructional coaching cycles to implement NGCAR-PD reading strategies and Comprehension Instructional Sequence. Teachers will utilize Cornell note taking within the classroom to assist students in comprehending informational texts.	1.1. Administration	1.1. Pre/Post Test Classroom performance Assessments Mini-Assessments Benchmark Assessments	1.1. U.S. History EOC		

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U.S. History Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students scoring in the upper third of the 2013 U.S. History EOC will meet or exceed the state average.							
	N/A	N/A					
		1.2. Consistent use of the school wide gradual release model in all classrooms.	1.2. Teachers will participate in professional development, classroom observations to reinforce a research based gradual release model for rigorous instruction.	1.2. Administration	1.2. Pre/Post Test Classroom performance Assessments Mini-Assessments Benchmark Assessments	1.2. U.S. History EOC	
		1.3. Students have difficulty assimilating information gathered from a variety of resources within the content area and transferring it into a written response.	1.3. Teachers will utilize the instructional methods of journal response writing and/or writing in response to reading in order to support students in comprehending informational texts.	1.3. Administration	1.3. Pre/Post Test Classroom performance Assessments Mini-Assessments Benchmark Assessments Students' Written Responses	1.3 U.S. History EOC.	

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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 U.S. History.</p>	<p>2.1. Insufficient amount of rigor in informational/literary text and lack of cognitive demand on student tasks interfere with their ability to understand complex text within the content areas.</p>	<p>2.1. Teachers will participate in professional development and instructional coaching cycles to implement NGCAR-PD reading strategies and Comprehension Instructional Sequence. Teachers will utilize Cornell note taking within the classroom to assist students in comprehending informational texts.</p>	<p>2.1. Administration</p>	<p>2.1. Pre/Post Test Classroom performance Assessments Mini-Assessments Benchmark Assessments</p>	<p>2.1. U.S. History EOC</p>		

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U.S. History Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of students scoring in the upper third of the 2013 U.S. History EOC will meet or exceed the state average.							
	N/A	N/A					
		2.2. Consistent use of the school wide gradual release model in all classrooms.	2.2. Teachers will participate in professional development, classroom observations to reinforce a research based gradual release model for rigorous instruction.	2.2. Administration	2.2. Pre/Post Test Classroom performance Assessments Mini-Assessments Benchmark Assessments	2.2. U.S. History EOC	

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		2.3. Students have difficulty assimilating information gathered from a variety of resources within the content area and transferring it into a written response.	2.3. Teachers will utilize the instructional methods of journal response writing and/or writing in response to reading in order to support students in comprehending informational texts.	2.3. Administration	2.3. Pre/Post Test Classroom performance Assessments Mini-Assessments Benchmark Assessments Students' Written Responses	2.3 U.S. History EOC.	
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U.S. History 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>							
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
	FCIM	7-12		7-12 Grades	On Going	Classroom Observations, Walk-Throughs, Peer Observations, FCAT Data	Administration

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Common Core	7-12	Admin	7-12 Grades	On Going	Classroom Observations, Walk-Throughs, Peer Observations, FCAT Data	Administration
Writing	7-12	Teacher	7-12 Grades	On Going	Classroom Observations, Walk-Throughs, Peer Observations, FCAT Data	Administration
PLCs	7-12	Teacher	7-12 Grades	On Going	Classroom Observations, Walk-Throughs, Peer Observations, FCAT Data	Administration

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
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Total:			

End of U.S. History Goals

Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data and reference to “Guiding Questions,” identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance	I.1. Lack of follow through from teachers to take attendance in a timely manner.	I.1. Require bell work for all teachers to do their administrative duties like taking attendance. Follow up on tracking attendance of each student daily.	I.1. Administration	I.1. SIS reporting	I.1. Year end data		

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<p><u>Attendance Goal #1:</u> By 2013, the average daily attendance will increase by 5%</p> <p>By June 2013, excessive absences and tardies will decrease by 5%</p>	<p><u>2012 Current Attendance Rate:*</u></p>	<p><u>2013 Expected Attendance Rate:*</u></p>					
	<p><i>93%(311)</i></p>	<p><i>98% (328)</i></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><i>81</i></p>	<p><i>76</i></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>					
	<p><i>113</i></p>	<p><i>107</i></p>					
		<p>1.2. Not having a clearly defined practice or model for teachers to follow in re. to taking proper attendance</p>	<p>1.2. Require al teachers to monitor their own class lists on a per bell basis in re. to taking attendance</p>	<p>1.2. Teacher</p>	<p>1.2. SIS reporting</p>	<p>1.2. Next day attendance notices</p>	

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		1.3. Lack of student engagement within the classroom setting	1.3. School-wide implementation of Kagan, gradual release model, NGCAR-PD, & rigorous/ relevant lessons and activities	1.3. Administrators	1.3 Administrators will conduct targeted walkthroughs to monitor that instructional practices are encouraging student engagement.	1.3. Various attendance reports	
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Attendance Professional Development

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

Attendance Budget (Insert rows as needed)

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

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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

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Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1.1. Staff not consistent in the utilization of the PBS incentives	1.1. Additional training regarding the use of PBS incentives for students	1.1. Administration	1.1. Monitor ODR's monthly	1.1. Calculate the number of ODR's resulting in ACE or ISS		
Suspension Goal #1: By 2013, the total number of ISS/ACE assignments will decrease by 10% By July 2013, the total number of students receiving OSS will decrease by 10%.	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	<i>303</i>	<i>273</i>					

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			1.1. Students not realizing that expectations here are different.	1.1. Meeting with students regularly in class meetings and individually. Celebrate when students do well.	1.1. Administration	1.1. Monitor ODR's monthly	1.1. Calculate the number of ODR's resulting in ACE or ISS
	<u>2012 Total</u> Number of Out-of-School Suspensions	<u>2013 Expected</u> Number of Out-of-School Suspensions					
	<i>130</i>	<i>117</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Suspension Professional Development

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

Suspension Budget (Insert rows as needed)

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

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

End of Suspension Goals

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Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Dropout Prevention	1.1. Many students lack a positive adult role model	1.1 Bring back mentoring sessions	1.1. Assistant Principal MTSS Team	1.1. Monthly data analysis of Early Warning System data	1.1. Grade/Credit Check for on track graduation Attendance records Grades/Credit History MTSS Meeting Notes/ Agendas		

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<p><u>Dropout Prevention Goal #1:</u></p> <p><i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i></p> <p><i>Decrease the dropout rate by 10%</i></p> <p><i>Inversely affect the graduation rate by the same percentage.</i></p>	<p><u>2012 Current Dropout Rate:*</u></p>	<p><u>2013 Expected Dropout Rate:*</u></p>					
	<p>47.7(10-11)</p>	<p>37%</p>					
	<p><u>2012 Current Graduation Rate:*</u></p>	<p><u>2013 Expected Graduation Rate:*</u></p>					
	<p>59.2 (10-11)</p>	<p>69%</p>					
		<p>1.2. Incoming 9th graders lack of understanding of credit system and GPA calculations.</p>	<p>1.2. Present information in 9th grade orientation and through counselor mini-trainings in the classroom Small group instruction with teachers during handbook review.</p>	<p>1.2. Administration Guidance Counselors MTSS Team</p>	<p>1.2. Monthly data analysis of Early Warning System data</p>	<p>1.2. Grade/Credit Check for on track graduation Attendance records Grades/Credit History MTSS Meeting Notes/Agendas</p>	

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		1.3. Students require more access to credit recovery	1.3. Students who are off track for graduation due to being behind in credits will be enrolled in credit recovery class.	1.3. Administration Credit Recovery Teacher Guidance Counselors	1.3. Check Credit history/grades of students enrolled in credit recovery	1.3. Grade/Credit Check for on track graduation Attendance records Grades/Credit History MTSS Meeting Notes/Agendas	
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Dropout Prevention 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>							
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
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Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Set up an alternative place for students that is the least restrictive environment for his/her learning and provide an instructor, off site	Federal Money	Title I-D	13,590.00
Subtotal: \$13,590.00			
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: \$13,590.00			

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.

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement	1.1. Lack of parental interest in school related activities	1.1. Use Connect-Ed to inform parents of school events Open Door Policy for parents Automated caller to inform and invite parents to functions.	1.1. Administration	1.1. Attendance at school sponsored events	1.1. Sign In Sheets		
<p><u>Parent Involvement Goal #1:</u></p> <p>Parental involvement at Moore Haven High School is a critical component to our overall success. We enjoy active participation in a variety of venues, most notably those involving extra-curricular activities. Though we have improved parental involvement in academic areas, our goal is to increase the attendance and participation of our parents.</p>	<p><u>2012 Current Level of Parent Involvement:*</u></p>	<p><u>2013 Expected Level of Parent Involvement:*</u></p>					

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	40%	50%					
		1.2. Notification to parent about faculty/staff and curriculum expectations	1.2. Host a get acquainted night to introduce parents to teachers/staff and give clear expectations to students and parents	1.2. PBS Team Faculty Administration	1.2. Based on the number of parents attending	1.2. Sign-In Sheets	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

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

Parent Involvement Budget

Include only school-based funded activities/materials and exclude district			
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funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Mailers/invitations	Federal Money	Title VI	\$225.00
Subtotal: \$225.00			
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 Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: <i>Increase the number of STEM opportunities for our students.</i>	1.1. Teachers not wanting to take on something new.. lack of certified teachers in any particular trade/licensure	1.1. Identify alike courses so the "jump" doesn't seem too far for our indentified subject area teachers.	1.1. Administration	1.1. Buy-in and compliance	1.1. Number of students enrolled in said classes.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC)						
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or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Labs and Demonstrations	9-12 Science	Beatty/Barton	Science Department teachers	8/23/12, Weekly PLC	Walk-through observations; PLC discussions, Lesson plans	Administrators and Coaches
Common Core Literacy Training	9-12/All Subjects	Instructional Coaches and Administrators	School-wide	Pre-school inservice, School-wide morning workshops	Walk-through observations, PLC discussions, Lesson plans	Administrators and Coaches
Common Core Writing Training	9-12/All Subjects	Instructional Coaches and Administrators	School-wide	Pre-school inservice, School-wide morning workshops	Walk-through observations, PLC discussions, Lesson plans	Administrators and Coaches
Rubrics Training	9-12/All Subjects	Barton	School-wide	Pre-school inservice, School-wide morning workshops	Walk-through observations, PLC discussions, Lesson plans	Administrators and Coaches

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
Attract and retain students buy providing them with relevant materials to work with	Federal Money	Title V	\$497.00
Subtotal: \$497.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p><u>CTE Goal #1:</u> The number of CTE teachers integrating reading strategies into their instruction will increase.</p> <p><u>CTE Goal #2:</u> The number of students participating in offered CTE programs will increase.</p> <p><u>CTE Goal #3:</u> The number of students successfully passing industry certification exams will increase.</p>	<p>1.1 Teacher’s confidence level integrating reading strategies into their lessons.</p>	<p>1.1. Teachers will share best practices PLs. Identify lowest quartile in reading and provide to CTE teachers.</p>	<p>1.1. Administration Reading Leadership team</p>	<p>1.1. Monitor CTE lessons during class room walk-throughs.</p>	<p>1.1. FCAT reading scores will improve..</p>
	<p>2.1 Student interest in available CTE programs is not currently at an acceptable level.</p>	<p>2.1 CTE teacher will have to advertise their programs to develop student interest.</p>	<p>2.1 Administration Business Teacher</p>	<p>2.1 Teachers will post examples of student work in high traffic areas of the school.</p>	<p>2.1 Student enrollment in CTE programs will increase.</p>

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	3.1 Student interest in completing program certification tests.	3.1 Teachers will instill the importance of program certifications to their students.	3.1 Administration Business Teacher	3.1 Classroom walk-throughs and conferences with students.	3.1 Program enrollment data Student course request data
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CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
	PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
Common Core Literacy Training	9-12/All Subjects	Administrators	School-wide	Pre-school inservice, School-wide morning workshops	Walk-through observations, PLC discussions, Lesson plans	Administrators

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)			

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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)

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Additional Goal(s)

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

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

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Additional Goals Professional Development

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

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

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

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

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

Grand Total:

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

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

Are you reward school? Yes No

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.

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

The School Advisory Council (SAC) has an important function for the success of Moore Haven Junior-Senior High School. Listed below are some of the functions of the SAC:

- Meet monthly to discuss progress of the SIP
- Assist the school to create and analyze parent and student surveys
- Reach out to community to obtain more partners
- Assist/support the school in increasing the level of parental involvement
- Provide input regarding school needs, priorities, use of resources, & analysis of available school data

Describe the projected use of SAC funds.	Amount
<p>Currently our guidelines list the following as approved options for the expenditure of this money:</p> <ul style="list-style-type: none"> ● PBS awards funding ● Staff Training (consultants, teacher travel & research expenses, materials for training activities, etc.) ● Assessment tools for monitoring student progress ● Student incentives for achievement ● Stipends for after hours work in curriculum mapping, preparation for delivering training, planning activities, monitoring credit recovery & after-school remediation ● Repair & replacement of radio equipment ● Video security equipment & maintenance ● Career Day supplies ● Campus landscaping & maintenance ● Books, materials & associated costs for school-wide Read Aloud activities ● Upgrade/renovation to school facility ● Technology <p>*SAC we make any adjustments to the above list as needed throughout the school year.</p>	