

FLORIDA DEPARTMENT OF EDUCATION



Alee Academy Alternative Charter 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: <i>Alee Academy Alternative Charter School</i>	District Name: <i>Lake</i>
Principal: <i>Jennings Neeld</i>	Superintendent: <i>Dr. Susan Moxley</i>
SAC Chair: <i>Martha Cohen</i>	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	<i>Jennings Neeld</i>	<i>BS Business, MEdL</i>	<i>13</i>	<i>13</i>	<i>2011-2012 – 2010-2011 – Declining, AYP TBD 2009-2010 – Declining, AYP 67% 2008-2009 – Declining, AYP 82% 2007-2008 – Declining, AYP 79% 2006-2007 - P, AYP 79%</i>
Assistant Principal	<i>Robin Valentino</i>	<i>BA Ed, MEd, Enrolled MEdL Regis University</i>	<i>6</i>	<i>2</i>	<i>2011-2012 – 2010-2011 – Declining, AYP TBD 2009-2010 – Declining, AYP 67%</i>

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)
<i>Reading</i>	<i>To Be Named</i>				
<i>Math</i>	<i>To Be Named</i>				

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

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. <i>Solicit referrals from current employees and area school administrators.</i>	<i>All Administrators</i>	<i>On Going</i>
2. <i>Professional In-services and regular meetings with new teachers, site administrator and principal.</i>	<i>Principal</i>	
3. <i>Partner new teachers with veteran staff.</i>	<i>Principal</i>	<i>On Going</i>
4. <i>Salaries and health benefits comparable to surrounding schools.</i>	<i>Charter School Board</i>	<i>On Going</i>

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
<i>None</i>	

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
<i>11</i>	<i>0.0%</i>	<i>55.6%</i>	<i>33.3%</i>	<i>11.1%</i>	<i>72.7%</i>	<i>100%</i>	<i>45.5%</i>	<i>0%</i>	<i>54.5%</i>

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

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
<i>Patricia Mann</i>	<i>Michael Sumner</i>	<i>Experienced teacher who is teaching same curriculum</i>	<i>Support through classroom visits and observations with feedback; conferences and collaboration with mentor and administration; participation in PLC; participation in professional development for Best Practices</i>

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

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

School-Based MTSS/RtI Team

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 Leadership Team will focus on “students first.” The team will seek ways to develop and maintain an RtI system, which through problem-solving techniques, will bring about increased academic achievement for our students.

The teams will meet weekly to engage on the following activities, which include:

- *Review student data and align with instructional decisions*
- *Review progress monitoring data at the student level, classroom level, and grade level to identify students who are meeting/exceeding benchmarks, at moderate or at high risk of not meeting benchmarks.*
- *Identify based on the data, professional development and resources to be utilized throughout the school.*
- *Meet with the entire instructional staff, at least monthly, to problem solve, share effective practices, evaluate the implementation of RtI, make decisions on progress, and practice new processes and skills.*

The roles and functions of the RTI Leadership Team are:

Principal: *Promotes a common vision for the use of data-based decision-making; assures the school-based team implements RtI; conducts assessment of RtI skills of school staff; ensures implementation of intervention support and documentation; assures instructional staff receives professional development to support RtI implementation; and communicates with parents and stakeholders the school-based RtI plans and activities.*

Intensive Reading Teachers: *Provide intensive reading instruction utilizing “LANGUAGE!” The Comprehensive Literacy Curriculum; assure the FAIR is administered to each student during each of the assessment periods; facilitate and support the data collection activities; assist in the data analysis; provide guidance to the content area instructors in the alignment of the school wide plan for reading across the content areas; provide professional development and assistance to the content area teachers regarding data-based instructional planning; and support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.*

Content Area Teachers: *Provide information about the content area instruction; participate in the data collection for the students; deliver Tier 1 instruction/intervention; collaborate with the other staff to implement Tier 2 interventions; and integrate Tier 1 materials/instruction with Tier 2/3 activities.*

Guidance Counselor: *Participate in the collection, interpretation, and analysis of data; facilitate the development of intervention plans; provide support for intervention fidelity and documentation; provide support for professional development and technical assistance for problem-solving activities including data collection, analysis, intervention planning, and assist in the data-based decision making activity.*

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

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

The RtI Leadership Team will meet with the School Advisory Committee (SAC) and principal to assist in the development of the School Improvement Plan (SIP). The team will provide Tier 1, Tier 2, and Tier3 targets, based in the preliminary data received. These include: academic and behavioral areas that need to be addressed; the clear expectations for instruction (Rigor, Relevance, Relationships); and the development of strategies that are researched-based, which focus on the individual student's increased academic achievement and behavior.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT), Florida Assessment In Reading (FAIR), Stanford Diagnostic Reading & Math Tests (SDRT & SDMT), EduSoft Math, FCAT Achiever, and FCAT Star

Progress Monitoring: PMRN, FAIR, Accelerated Math, EduSoft Math, FCAT Achiever, Demographics, Attendance, and Discipline

Midyear: FAIR, Accelerated Math, EduSoft Math, FCAT Achiever

End of Year: FAIR, FCAT

Frequency of Data Days: Once each month

Describe the plan to train staff on MTSS/RTI.

Professional Development will begin during Pre-planning. Four hours will be set aside for the Professional Learning Groups (PLG) to familiarize themselves with RtI. Professional development will continue to be provided throughout the year. The teachers will receive the training during their planning time as well as in-service opportunities.

The following training will take place for all teachers and administrators:

- 1. All teachers and administrators will receive training on the Florida Response to Instruction / Intervention (RtI) Implementation Plan during preplanning.*
- 2. Implementation of the RtI handbook for the school by all PLGs.*
- 3. The Positive Behavior Support (PBS) will continue to be implemented in both the day and night programs.*

All teachers and administrators will receive professional development throughout the year as in-service.

Describe the plan to support MTSS/RTI.

The RtI Leadership Team will meet with the School Advisory Committee (SAC) and principal to assist in the development of the School Improvement Plan (SIP). The team will provide Tier 1, Tier 2, and Tier3 targets, based in the preliminary data received. These include: academic and behavioral areas that need to be addressed; the clear expectations for instruction (Rigor, Relevance, Relationships); and the development of strategies that are researched-based, which focus on the individual student's increased academic achievement and behavior.

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). <i>Science Teacher – Pat Mann</i> <i>Intensive Reading and English Teachers – Cindy Emerick and Stacey L’Heureux</i> <i>Math Teacher – Carliena Lender</i> <i>Social Studies Teacher – Trey Safrit</i> <i>Literacy Coach – To Be Named.</i>
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). <i>The LLT will introduce researched based strategies for reading and writing, which will be implemented through the content area PLCs that target reading comprehension.</i>
What will be the major initiatives of the LLT this year? <i>The major initiatives of the LLT this year will be:</i> <ul style="list-style-type: none">• <i>Identify research based best practices to improve reading comprehension.</i>• <i>Select five (5) cross curricular reading strategies which will be implemented throughout the school.</i>• <i>Present to the staff through staff development and in-service the five (5) strategies/approaches for cross curriculum instruction.</i>• <i>Assist in the implementation of the five (5) strategies/approaches across curriculum.</i>• <i>Support the content area teams through regular meetings and then as needed.</i> <i>Evaluate the effectiveness of the implementation strategies/approaches for reading comprehension across curriculum based on teacher artifacts.</i>

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

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.

***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 plan for teaching reading in each content area are:

- *The LLT will provide staff development to all teachers in the five (5) researched based strategies that will be implemented across curriculum.*
- *The LLT will implement and provide continuous support to faculty throughout the school year.*
- *The LLT and administration will monitor the implementation of the five (5) strategies/approaches through the evaluation of teacher provided artifacts, classroom walk-throughs, and content are team meetings.*

To date 45.5% of the teachers have earned or are in the process of obtaining their CARPD and/or FORPD. The goal is to have the remaining teachers enrolled in the CARPD program during the 2013 school year.

***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?

Alee Academy will continue with the Florida Ready to Work Credential Program for all juniors and seniors. The school counselor also performs Career Exploration for the students through lesson plans developed and delivered by the Guidance department. Further, all students have the opportunity to take the ASVAB test during the fall and spring. The fall sessions will be scheduled for September with results review in October.

Teachers in each classroom make every effort to connect lessons to real world practice. Administration and Guidance make their connection when counseling individual students on behavioral and academic issues. In Environmental, Biology, and Physical science classes the students have available as a means to provide experiences relevant to their future through hydroponics, butterfly garden, water testing, and the schools weather stations. Computer education classes offer 11th and 12th grade students the ability to take part in the Florid Ready to Work program to gain practice in real world applications. Furthermore, the Southside Eatery is a "sub shop" which is owned and operated by the students, which provides real life experiences in customer service, profit and loss, as well as planning, organizing, and ordering foods as well as product necessary to successfully run a restaurant.

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

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?

As an alternative school, course selection is made based on the individual needs of the student. Administration and the Guidance Department review each student's academic progress based on the student's current high school transcript. Credits needed for graduation as well as grade forgiveness are the first priority for scheduling. Student schedules are reviewed with the parents and their students to assure everyone understands what must be accomplished for successful high school graduation. A career plan is developed for all incoming students through the guidance department. Career plans are reviewed and revised on a yearly basis until graduation.

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](#).

All students with disabilities age 16 and older have measurable post secondary goals in the areas of educational training and employment, as required by IDEA. These goals are developed by the IEP Team with input from the student and are intended to assist students in planning annual strategies to work toward these goals.

During the student's junior and senior years, eligible students are provided the opportunity for the dual enrollment and/or the work study internship program. Through these programs the students are enrolled in Lake Technical Center for certificated course work, in Lake Sumter Community College for college course work, or internships at local businesses through the Guided Work Learning program. These programs aid students by preparing them for continuing education and/or careers.

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

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			<i>1A.1-The students enrolled in the intensive reading classes are reading at a 5.6 grade level.</i>	<i>1A.1-Teachers will provide the Stanford Diagnostic Reading Test (SDRT), FAIR and FCAT Achiever assessments to monitor student progress.</i>	<i>1A.1-Teachers (across curriculum)</i>	<i>1A.1.1-Review SDRT, FCAT Achiever, and FAIR data reports to ensure teachers are assessing students according to created schedules.</i> <i>1A.1.2-Monitor FAIR assessments and FCAT Achiever.</i>	<i>1A.1-SDRT data reports FCAT Achiever reports PMRN reports</i>
Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Increase the number of students performing at or above achievement level by 5%.</i>	9%	14%					
			<i>1.2- Student's lack of motivation and engagement</i>	<i>1A.2.1-Teachers will through various teaching techniques help students connect the need for comprehensive reading skill with their lives outside of school.</i> <i>1A.2.2-Teachers will utilize strategies and materials that allow students to engage in more high interest reading activities of</i>	<i>1A.2-Teachers (across curriculum)</i> <i>1A.2.2-Intensive reading teachers</i>	<i>1A.2.1-Teacher observations, student participation, student engagement, etc.</i> <i>1A.2.2-1A.2.5 Classroom walkthroughs and lesson plans.</i>	<i>1A.2-Formal and informal assessments.</i>

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

			<p><i>choice.</i></p> <p><i>1A.2.3-Teachers will utilize bell ringers, reading and writing across curriculums, and vocabulary instruction.</i></p> <p><i>1A.2.4-Teachers will provide LANGUAGE! The Comprehensive Literacy Curriculum</i></p> <p><i>1A.2.5-Teachers will utilize SDRT, FCAT Achiever, FAIR, and FCAT Explorer to supplement and measure instruction.</i></p>			
		<i>1A.3 - Poor student attendance</i>	<i>1A.3-Teachers will utilize PBS to offer student incentives for good attendance and participation in classroom assignments.</i>	<i>1A.3-Teachers (across curriculum)</i>	<i>1A.3-PBS and Rtl</i>	<p><i>1.A3.1-PBS and Rtl</i></p> <p><i>1A.3.2- Student attendance records (AS400)</i></p>

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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-The students enrolled in the intensive reading classes are reading at a 5.6 grade level.	2A.1-Teachers will provide the Stanford Diagnostic Reading Test (SDRT), FAIR and FCAT Achiever assessments to monitor student progress.	2A.1-Teachers (across curriculum)	2A.1.1-Review SDRT, FCAT Achiever, and FAIR data reports to ensure teachers are assessing students according to created schedules. 2A.1.2-Monitor FAIR assessments and FCAT Achiever.	2A.1-The students enrolled in the intensive reading classes are reading at a 5.6 grade level. 2A.1.2-SDRT data reports PMRN reports
Reading Goal #2A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Increase the number of students performing at or above achievement level by 5%.	6%	11%	2A.2 -Student's lack of motivation and engagement	2A.2.1-Teachers will through various teaching techniques help students connect the need for comprehensive reading skill with their lives outside of school. 1B.2.2-Teachers will utilize strategies and materials that allow students to engage in more high interest reading activities of choice. 1B.2.3-Teachers will utilize bell ringers,	2A.2.1-Teachers (across curriculum) 1B.2 2-Intensive reading teachers	2A.2.1-Teacher observations, student participation, student engagement, etc. 1B.2.2 –1B.2.5 Classroom walkthroughs and lesson plans.	2A.2-Formal and informal assessments.

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

			<p>reading and writing across curriculums, and vocabulary instruction.</p> <p>1B.2.4-Teachers will utilize SDRT, FCAT Achiever, FAIR, and FCAT Explorer to supplement and measure instruction.</p>			<p>1B.2.4 - Data from SDRT, FCAT Achiever, PMRN, FCAT Explorer, and mini assessments.</p>
		2A.3-Poor student attendance	2A.3-Teachers will utilize PBS to offer student incentives for good attendance and participation in classroom assignments	2A.3-Teachers (across curriculum)	1B.3-PBS and Rtl	<p>1B.3.1-PBS and Rtl</p> <p>1B.3.2.-Student attendance records (AS400)</p>

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			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-The students enrolled in the intensive reading classes are reading at a 5.6 grade level.	3A.1-Teachers will provide the Stanford Diagnostic Reading Test (SDRT), FAIR and FCAT Achiever assessments to monitor student progress.	3A.1-Teachers (across curriculum)	3A.1.1-Review SDRT, FCAT Achiever, and FAIR data reports to ensure teachers are assessing students according to created schedules.	3A.1-SDRT data reports FCAT Achiever reports PMRN reports
Reading Goal #3A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the percentage of students making learning gains in reading by 5%.	Not Available	Not Available					
			3A.2-Student's lack of motivation and	3A.2.1-Teachers will through various	3A.2.1-Teachers (across curriculum)	3A.2.1-Teacher observations, student	3A.2.1-Formal and informal

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

		<p><i>engagement</i></p>	<p><i>teaching techniques help students connect the need for comprehensive reading skill with their lives outside of school.</i></p> <p><i>3A.2.2-Teachers will utilize strategies and materials that allow students to engage in more high interest reading activities of choice.</i></p> <p><i>3A.2.3-Teachers will utilize bell ringers, reading and writing across curriculums, and vocabulary instruction.</i></p> <p><i>3A.2.4-Teachers will utilize SDRT, FCAT Achiever, FAIR, and FCAT Explorer to supplement and measure instruction.</i></p>	<p><i>3A.2.2-Intensive reading teachers</i></p>	<p><i>participation, student engagement, etc.</i></p> <p><i>3A.2.2–3A.2.5 - Classroom walkthroughs and lesson plans.</i></p>	<p><i>assessments.</i></p> <p><i>3A.2.4-Data from SDRT, FCAT Achiever, PMRN, FCAT Explorer, and mini assessments.</i></p>
		<p><i>3A.3 - Poor student attendance</i></p>	<p><i>3A.3-Teachers will utilize PBS to offer student incentives for good attendance and participation in classroom assignments.</i></p>	<p><i>3A.3-Teachers (across curriculum)</i></p>	<p><i>3A.3-PBS and RtI</i></p>	<p><i>3A.3-PBS and RtI</i></p> <p><i>3A.3.2-Student attendance records</i></p>

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

						(AS400)
--	--	--	--	--	--	---------

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

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%. Baseline data 2010-2011 <u>Reading Goal #5A:</u> <i>Enter narrative for the goal in this box.</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 reading. <u>Reading Goal #5B:</u> <i>Increase the percentage of black students making satisfactory progress in reading by 10%.</i>	2012 Current Level of Performance: * <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance: * <i>Enter numerical data for expected level of performance in this box.</i>	5B.1-The students enrolled in the intensive reading classes are reading at a 5.6 grade level.	5B.1-Teachers will provide the Stanford Diagnostic Reading Test (SDRT), FAIR and FCAT Achiever assessments to monitor student progress.	5B.1-Teachers (across curriculum)	5B.1-Review SDRT, FCAT Achiever, and FAIR data reports to ensure teachers are assessing students according to created schedules. 5B.1.2-Monitor FAIR assessments and FCAT Achiever.	5B.1-SDRT data reports FCAT Achiever reports PMRN reports	
			5B.2-Student's lack of motivation and engagement	5B.2.1-Teachers will through various teaching techniques help students connect the need for comprehensive reading skill with their lives outside of school. 5B.2.2-Teachers will	5B.2-Teachers (across curriculum) 5B.2.2-Intensive	5B.2.1-Teacher observations, student participation, student engagement, etc.	5B.2-Formal and informal assessments.	

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

			<p><i>utilize strategies and materials that allow students to engage in more high interest reading activities of choice.</i></p> <p><i>5B.2.3-Teachers will utilize bell ringers, reading and writing across curriculums, and vocabulary instruction.</i></p> <p><i>5B.2.4-Teachers will utilize SDRT, FCAT Achiever, FAIR, and FCAT Explorer to supplement and measure instruction.</i></p>	<p><i>reading teachers</i></p>	<p><i>5B.2.2 –5B.2.4 - Classroom walkthroughs and lesson plans.</i></p>	
		<p><i>5B.3 - Poor student attendance</i></p>	<p><i>5B.3-Teachers will utilize PBS to offer student incentives for good attendance and participation in classroom assignments.</i></p>	<p><i>5B.3-Teachers (across curriculum)</i></p>	<p><i>5B.3-PBS and RtI</i></p>	<p><i>5B.2.4-Data from SDRT, FCAT Achiever, PMRN, FCAT Explorer, and mini assessments.</i></p> <p><i>5B.3.1-PBS and RtI</i></p> <p><i>5B.3.2- Student attendance records (AS400)</i></p>

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

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			<i>5E.1-The students enrolled in the intensive reading classes are reading at a 5.6 grade level.</i>	<i>5E.1-Teachers will provide the Stanford Diagnostic Reading Test (SDRT), FAIR and FCAT Achiever assessments to monitor student progress.</i>	<i>5E.1-Teachers (across curriculum)</i>	<i>5E.1.1-Review SDRT, FCAT Achiever, and FAIR data reports to ensure teachers are assessing students according to created schedules. 5E.1.2-Monitor FAIR assessments and FCAT Achiever.</i>	<i>5E.1-SDRT data reports FCAT Achiever reports PMRN reports</i>
Reading Goal #5E: <i>Reduce the percentage of economically disadvantaged students who are below reading proficiency by 10%</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>	<i>5E.2-Student's lack of motivation and engagement</i>	<i>5E.2.1-Teachers will through various teaching techniques help students connect the need for comprehensive reading skill with their lives outside of school.</i>	<i>5E.2-Teachers (across curriculum)</i>	<i>5E.2.1-Teacher observations, student participation, student engagement, etc.</i>	<i>5E.2-Formal and informal assessments.</i>
				<i>5E.2.2-Teachers will utilize strategies and materials that allow students to engage in more high interest reading activities of choice.</i> <i>5E.2.3-Teachers will utilize bell ringers, reading and writing</i>			

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

			<p><i>across curriculums, and vocabulary instruction.</i></p> <p><i>5E.2.4-Teachers will utilize SDRT, FCAT Achiever, FAIR, and FCAT Explorer to supplement and measure instruction.</i></p>			<p><i>5E.2.4 - Data from SDRT, FCAT Achiever, PMRN, FCAT Explorer, and mini assessments.</i></p>
		<p><i>5E.3 - Poor student attendance</i></p>	<p><i>5E.3-Teachers will utilize PBS to offer student incentives for good attendance and participation in classroom assignments.</i></p>	<p><i>5E.3- Teachers (across curriculum)</i></p>	<p><i>5E.3-PBS and RtI</i></p>	<p><i>5E.3.1-PBS and RtI</i></p> <p><i>5E.3.2-Student attendance records (AS400)</i></p>

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
<i>Please note that each strategy does not require a professional development or PLC activity.</i>						
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
<i>CAR PD</i>	<i>9-12</i>		<i>Content Area Teachers</i>	<i>On Going</i>		<i>Principal</i>
<i>Reading Endorsement</i>	<i>9-12</i>		<i>English Teachers</i>	<i>On-Going</i>		<i>Principal</i>

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

Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
<i>Provide students with additional opportunities to practice and improve their reading skills through A+WBA. This will allow students to work outside the normal school hours with the web based program.</i>	<i>A+ Anywhere Learning System</i>	<i>FEFP</i>	<i>\$1,500.00</i>
<i>Provide students with laptops for an opportunity to work on their reading skills in an environment which is the same as computer based testing.</i>	<i>Additional laptops computers and cart for use in math classes.</i>	<i>FEFP</i>	<i>\$5,000.00</i>
			Subtotal: \$6,500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$6,500.00

End of Reading Goals

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

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

Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking.		1.1.	1.1.	1.1.	1.1.	1.1.
CELLA Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Percent of Students Proficient in Listening/Speaking:					
	<i>Enter numerical data for current level of performance in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Percent of Students Proficient in Reading:					
	<i>Enter numerical data for current level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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

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.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #3: <i>Enter narrative for the goal in this box.</i>	2012 Current Percent of Students Proficient in Writing : <i>Enter numerical data for current level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

CELLA Budget (Insert rows as needed)

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

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

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

Florida Alternate Assessment High School Mathematics Goals

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

High School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1.1.	1.1.	1.1.	1.1.	1.1.
Mathematics Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			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.	2.1.	2.1.	2.1.	2.1.
Mathematics Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			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

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

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

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra 1.			<i>1.1.-The students enrolled in the intensive math classes are performing at a 6.4 math grade level.</i>	<i>1.1-Teachers will introduce, demonstrate and allow students to practice various math skills based on the individual and class needs.</i>	<i>1.1- Teachers</i>	<i>1.1.1-Review prior year's FCAT data and Edusoft LBA math and Algebra data reports to ensure teachers are assessing students according to student needs.</i> <i>1.1.2 - Monitor mini assessments and mid-year Edusoft assessments.</i>	<i>1.1 - Data from Accelerated Math, FCAT Explorer, FCAT Achiever, and mini assessments.</i>
Algebra 1 Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Increase the number of students making satisfactory progress on the Algebra 1 EOC by 10 percentage points.</i>	<i>15%</i>	<i>25%</i>					
			<i>1.2- Student's lack of motivation and engagement</i>	<i>1.2.1-Teachers will through various teaching techniques help students connect the need for math skill with their lives outside of school.</i> <i>1.2.2-Teachers will utilize strategies and materials that allow students to engage in more real world math</i>	<i>1.2-Teachers</i>	<i>1.2.1-Teacher observations, student participation, student engagement, etc.</i> <i>1.2.2 –1.2.4 Classroom walkthroughs and lesson plans.</i>	<i>1.2-Formal and informal assessments.</i>

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

			<p><i>activities.</i></p> <p><i>1.2.3-Teachers will utilize bell ringers, mini assessments, math manipulatives, hands-on activities, and vocabulary instruction.</i></p> <p><i>1.2.4-Teachers will utilize Accelerated Math, Edusoft, FCAT Explorer, and FCAT Achiever to supplement and measure instruction.</i></p>			<p><i>1.2.4- Data from Accelerated Math, Edusoft, FCAT Explorer, FCAT Achiever, and mini assessments.</i></p>
		<i>1.3-Poor student attendance</i>	<i>1.3-Teachers will utilize PBS to offer student incentives for good attendance at the classroom and school level.</i>	<i>1.3-Teachers (across curriculum)</i>	<i>1.3-PBS and RtI</i>	<p><i>1.3.1-PBS and RtI</i></p> <p><i>1.3.2.-Student attendance records (AS400)</i></p>
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:		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.		<i>1.1.-The students enrolled in the intensive math classes are performing at a 6.4 math grade level.</i>	<i>1.1-Teachers will provide instruction to introduce, demonstrate and allow students to practice various math skills based on the individual and class needs.</i>	<i>1.1- Teachers</i>	<i>1.1.1-Review prior year's FCAT data and Edusoft LBA math and Algebra data reports to ensure teachers are assessing students according to student needs.</i>	<i>1.1 - Data from Accelerated Math, FCAT Explorer, FCAT Achiever, and mini assessments.</i>
<u>Algebra Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
<i>Increase the number of students scoring at or above achievement level</i>	0%	5%				

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

<p>4 and 5 on the Algebra 1 EOC by 5 percentage points.</p>						<p>1.1.2 - Monitor mini assessments and mid-year Edusoft assessments.</p>	
		<p>2.2- Student's lack of motivation and engagement</p>	<p>2.2.1-Teachers will through various teaching techniques help students connect the need for math skill with their lives outside of school.</p> <p>2.2.2-Teachers will utilize strategies and materials that allow students to engage in more real world math activities.</p> <p>2.2.3-Teachers will utilize bell ringers, mini assessments, math manipulatives, hands-on activities, and vocabulary instruction.</p> <p>2.2.4-Teachers will utilize Accelerated Math, Edusoft, FCAT Explorer, and FCAT Achiever to supplement and measure instruction.</p>	<p>2.2-Teachers</p>	<p>2.2.1-Teacher observations, student participation, student engagement, etc.</p> <p>2.2.2 –2.2.4 Classroom walkthroughs and lesson plans.</p>	<p>2.2-Formal and informal assessments.</p> <p>2.2.4- Data from Accelerated Math, Edusoft, FCAT Explorer, FCAT Achiever, and mini assessments.</p>	

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

		2.3-Poor student attendance	2.3-Teachers will utilize PBS to offer student incentives for good attendance at the classroom and school level.	2.3-Teachers (across curriculum)	2.3-PBS and RtI	2.3.1-PBS and RtI 2.3.2.-Student attendance records (AS400)
--	--	-----------------------------	--	----------------------------------	-----------------	--

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. In six years, school will reduce their achievement gap by 50%. Algebra 1 Goal #3A: <i>Enter narrative for the goal in this box.</i>	Baseline data 2010-2011								
	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 Algebra 1. Algebra 1 Goal #3B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		
	<i>Enter numerical data for current level of performance in this box.</i>								
	<i>Enter numerical data for expected level of performance in this box.</i>								
				3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.		

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

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

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

	<i>this box.</i>	<i>this box.</i>					
			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)*

* 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.							
Geometry Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Increase the number of students making satisfactory progress on the Geometry EOC by 10 percentage points.</i>	13%	23%	<i>1.1.-The students enrolled in the intensive math classes are performing at a 6.4 math grade level.</i>	<i>1.1-Teachers will provide instruction to introduce, demonstrate and allow students to practice various math skills based on the individual and class needs.</i>	<i>1.1- Teachers</i>	<i>1.1.1-Review prior year's FCAT data and Edusoft LBA math and Geometry data reports to ensure teachers are assessing students according to student needs.</i>	<i>1.1 - Data from Accelerated Math, FCAT Explorer, FCAT Achiever, and mini assessments.</i>
			<i>1.2- Student's lack of motivation and engagement</i>	<i>1.2.1-Teachers will through various teaching techniques help students connect the need for math skill with their lives outside of school.</i>	<i>1.2-Teachers</i>	<i>1.2.1-Teacher observations, student participation, student engagement, etc.</i>	<i>1.2-Formal and informal assessments.</i>

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

			<p><i>1.2.2-Teachers will utilize strategies and materials that allow students to engage in more real world math activities.</i></p> <p><i>1.2.3-Teachers will utilize bell ringers, mini assessments, math manipulatives, hands-on activities, and vocabulary instruction.</i></p> <p><i>1.2.4-Teachers will utilize Accelerated Math, FCAT Explorer, and FCAT Achiever to supplement and measure instruction.</i></p>		<p><i>1.2.2 –1.2.4 Classroom walkthroughs and lesson plans.</i></p>	
		<i>1.3-Poor student attendance</i>	<p><i>1.3-Teachers will utilize PBS to offer student incentives for good attendance at the classroom and school level.</i></p>	<i>1.3-Teachers (across curriculum)</i>	<i>1.3-PBS and RtI</i>	<p><i>1.2.4- Data from Accelerated Math, FCAT Explorer, FCAT Achiever, and mini assessments.</i></p> <p><i>1.3.1-PBS and RtI</i></p> <p><i>1.3.2.-Student attendance records (AS400)</i></p>
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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

2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for expected level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

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

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

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

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

		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Geometry EOC Goals

Mathematics Professional Development

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

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

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
<i>A+ WBA will allow students to work outside the normal school hours in to practice their math skills.</i>	<i>A+ Anywhere Learning System</i>	<i>FEFP</i>	<i>\$4,500.00</i>
<i>Provide students with laptops for an opportunity to work on their math skills in an environment which is the same as computer based testing.</i>	<i>Additional laptops computers and cart for use in math classes.</i>	<i>FEFP</i>	<i>\$5,000.00</i>
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$9,500.00

End of Mathematics Goals

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

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

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

Biology 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology 1.			<i>1.1-Student’s inability to perform beneficial note taking and studying strategies.</i>	<i>1.1-Teachers will introduce, demonstrate and allow students to practice various note taking and studying strategies. Cooperative learning groups.</i>	<i>1.1-Science Teachers</i>	<i>1.1.1-Student notebooks, monitoring of student notebooks and application of pre and post tests. 1.1.2-Classroom Walkthroughs and Lesson Plan.</i>	<i>1.1-Formal and informal assessments.</i>
Biology 1 Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Increase the percent students making satisfactory progress on the Biology EOC by 10 percentage points.</i>	<i>11%</i>	<i>21%</i>					
			<i>1.2-Student attendance</i>	<i>1.2-Teachers will utilize PBS to offer students incentives for good attendance on both the classroom and school-wide levels. Possible incentives could include: extra credit, grade forgiveness, etc.</i>	<i>1.2-Teachers and administration</i>	<i>1.2.1-PBS and RtI.</i>	<i>1.2.1-RtI and PBS 1.2.2 - Student attendance records.</i>
			<i>1.3 - Student’s lack of motivation and engagement.</i>	<i>1.3-Teachers through various instructional strategies (differentiated learning, kinesthetic learning,</i>	<i>1.3-Science teachers</i>	<i>1.3.1-Teacher observations, student participation, student engagement, etc.</i>	<i>1.3-Formal and informal assessments.</i>

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

			<p><i>cooperative groups, graphic organizers, note-taking skills, etc.) will help students connect the science with their lives outside of school.</i></p> <p><i>1.3.2-Teachers will also utilize strategies and materials that allow students to engage in more hands on activities (ex. Labs).</i></p> <p><i>1.3.3-Teachers will utilize differentiated instruction, collaborative learning, and computer assisted instruction</i></p> <p><i>1.3.4-Teachers will utilize bell ringers, reading and writing in the science classroom, hands-on activities, and explicit vocabulary instruction.</i></p> <p><i>1.3.5- Teachers will utilize PBS to offer student incentives instill student's interest and</i></p>	<p><i>1.3.5-Teachers</i></p>	<p><i>1.3.2 –1.3.4 Classroom Walkthroughs, Lesson Plans, Lab Write Up</i></p>	
--	--	--	--	------------------------------	---	--

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

			<i>relate science to the other courses.</i>	<i>(across curriculum)</i>	<i>1.4-PBS and RtI</i>	<i>1.4-PBS and RtI</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 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 Biology 1.	2.1.	2.1.	2.1.	2.1.	2.1.	2.1.
Biology 1 Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Data not available</i>	2013 Expected Level of Performance:*				
			2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.

End of Biology 1 EOC Goals

Science Professional Development

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

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

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
<i>Students will utilize cooperative learning groups and differentiated instruction to increase engagement and learning.</i>	<i>Living Tower Hydroponic Farming Systems</i>	<i>FTE</i>	<i>\$1,000.00</i>
<i>A+WBA will allow students to work outside the normal school hours in to practice their Science skills.</i>	<i>A+ Anywhere Learning System</i>	<i>FEFP</i>	<i>\$750.00</i>
			Subtotal: \$1,750.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$1,750.00

End of Science Goals

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

Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			<i>1.1-Students not taking time for planning to organize ideas surrounding topic.</i>	<i>1.1-Language arts department will supply writing graphic organizers and other material to content area teachers.</i>	<i>1.1-Intensive Reading, Language Arts, and other Core Content Area teachers.</i>	<i>1.1-School wide persuasive and expository writing prompts administered during each month and scored based on writing rubric.</i>	<i>1.1- Scored samples from beginning of the year will be compared to the scores at end of nine weeks and at mid-year.</i>
Writing Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Improve the percentage of students scoring at achievement level 4 or higher by 10 percentage points.</i>	5%	15%					
			<i>1.2-Lack of application in the practice of writing</i>	<i>1.2.1- Teachers will utilize higher order questioning and a variety of materials to address writing across the curriculum.</i> <i>1.2.2-Teachers will utilize journaling with the students to inspire free writing activities.</i>	<i>1.2-Teachers and PLC.</i>	<i>1.2-Classroom walkthroughs and lesson plans.</i>	<i>1.1.2-Formal and informal assessment.</i>
		<i>1.3 -Students are reading at a 5.6 grade level.</i>	<i>1.3-Free reading time will be provided to read high interest reading material as good readers make good writers.</i>	<i>1.3-Teachers and PLC.</i>	<i>1.3-Classroom walkthroughs and lesson plans.</i>	<i>1.3- Formal and informal assessment.</i>	

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

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
<i>Effective writing strategies</i>	9-12		<i>All instructional staff</i>	<i>On-going</i>	<i>Cross curricular implementation with in-class and school-wide monitoring of writing samples from content area writings and use of writing rubric.</i>	<i>All Admin</i>
<i>FCAT writing rubric</i>	9-12		<i>All instructional staff</i>	<i>On-going</i>	<i>Cross curricular implementation with in-class and school-wide monitoring of writing samples from content area writings and use of writing rubric.</i>	<i>All Admin</i>

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
<i>A+ WBA will allow students to work outside the normal school hours in to practice their writing skills.</i>	<i>A+ Anywhere Learning System</i>	<i>FEFP</i>	<i>\$750.00</i>
			Subtotal: \$750.00

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

Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$750.00			

End of Writing Goals

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

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

Civics EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Civics.			1.1.	1.1.	1.1.	1.1.	1.1.
Civics Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i>	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i>					
			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

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

2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

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

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

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 Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in U.S. History.			1.1.	1.1.	1.1.	1.1.	1.1.
U.S. History Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
U.S. History Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					

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

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

U.S. History Professional Development

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

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
			Subtotal:
			Total:

End of U.S. History Goals

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

Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			<i>1.1-Student's lack of motivation and interest in school.</i>	<i>1.1-PBS reward system which recognizes attendance as well as behavior, engagement and academics.</i>	<i>1.1-Teachers</i>	<i>1.1-Reporting of rewards per student</i>	<i>1.1-Student satisfaction through PBS or increased attendance data.</i>
Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	82.69%	86.82%					
<i>Increase the percentage of students attending school on a daily basis by 5 percentage points.</i>	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	NA	NA					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	NA	NA					
			<i>1.2- Family circumstances which may increase time out of school</i>	<i>1.2 -Increased contact with parents and guardians</i>	<i>1.2 -Teachers and Asst Admin</i>	<i>1.2-Monitor attendance data from AS400</i>	<i>1.2.1- AS400 1.2.2-RtI and teacher contact logs</i>
			<i>1.3-Students not clear on attendance expectations and relationship of attendance to academic</i>	<i>1.3-Teachers will continue to relate the importance of attendance and academic success.</i>	<i>1.3-Teachers and Admin</i>	<i>1.3-Monitor attendance data from AS400 and classroom teacher's attendance record.</i>	<i>1.3-AS400</i>

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

		<i>success.</i>			
--	--	-----------------	--	--	--

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
<i>Attendance policy and expectations</i>	<i>9-12</i>	<i>PBS and RtI Teams</i>	<i>All teachers, support staff, and administrator</i>	<i>Monthly</i>	<i>Observations and monthly AS400 as well as teachers classroom attendance data</i>	<i>Administration</i>

Attendance Budget (Insert rows as needed)

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

End of Attendance Goals

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

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

Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			<i>1.1-Clear understanding of school rules and expectation</i>	<i>1.1-Parents and students will meet with staff for review and reinforcement of school rules and expectations</i>	<i>1.1-Asst Admin</i>	<i>1.1-Monitor suspension data</i>	<i>1.1-AS400</i>
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
	33	31					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	33	31					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	143	136					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	82	78					
<i>Decrease the number of referrals and suspensions by 5%</i>			<i>1.2-Inconsistent implementation of Positive Behavior Support program by staff members</i>	<i>1.2.1-Implementation of PBS program to clearly define expectations of students and staff ensuring that staff and students understand expectations.</i>	<i>1.2-PBS team and Leadership team</i>	<i>1.2-Review parental contacts, discipline referrals, Student Incident Reports from teachers</i>	<i>1.2-AS400</i>

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

			<p><i>1.2.2-Staff will be trained by the PBS team to ensure consistent implementation of program school-wide</i></p> <p><i>1.2.3-PBS and Leadership team will review SIRs and referrals to determine consistency in procedures as well as consequences</i></p> <p><i>1.2.4-Administration will work with PBS team to develop consistent procedures for in-school and out-of-school suspensions as well as other disciplinary actions.</i></p>		<p><i>1.2.2-Parent, student and staff survey will be conducted to determine effectiveness impact on school culture</i></p>	
		<p><i>1.3-Inappropriate actions and subsequent repeated infractions of the student code of conduct.</i></p>	<p><i>1.3-Students will complete a self reflection as part of the discipline process which investigates possible alternative actions/reactions the student could have used in the particular scenario.</i></p>	<p><i>1.3-Administration</i></p>	<p><i>1.3-Review discipline data each month.</i></p>	<p><i>1.31-AS400</i></p> <p><i>1.3.2-Administrative discipline log</i></p>

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

Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
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
<i>Positive Behavior Management System</i>	<i>9-12</i>	<i>TBD</i>	<i>All Staff</i>	<i>TBD</i>	<i>Regular scheduled meetings</i>	<i>Asst Admin</i>

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
			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

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

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			<i>1.1-Student attendance</i>	<i>1.1-Parental contact made each day by the front office staff no later than 10:00am for all absences</i>	<i>1.1-Asst Admin</i>	<i>1.1-Monthly verification of student attendance</i>	<i>1.1-AS400</i>
<u>Dropout Prevention Goal #1:</u>	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	<i>12.6%</i>	<i>11.6%</i>					
<i>Decrease the percentage of students who drop out of school by 1 percentage point.</i>	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	<i>22.68%</i>	<i>27.68%</i>					
<i>Increase the percentage of graduates by 5 percentage points.</i>			<i>1.2.-Student motivation and engagement</i>	<i>1.2.1-Engage students through Guided Work Learning Program</i>	<i>1.2.1-Guided Work Learning instructor</i>	<i>1.2.1-Students enrolled in GWLP remaining in school</i>	<i>1.2.1-Employer and student feedback</i>
				<i>1.2.2-Guidance Counselor and Admin staff recognize and meet with seniors on a regular basis</i>	<i>1.2.2-Admin staff and Guidance Counselor</i>	<i>1.2.2-Regular meetings with students to discuss current credits, GPA, and student needs</i>	<i>1.2.2-AS400</i>
			<i>1.3-Personal family problems and lack of parental support</i>	<i>1.3.1-Open house for parents held each 4.5 weeks during progress reports and report card periods</i>	<i>1.3.1-Asst Admin and Guidance Counselor</i>	<i>1.3.1-Increased parent participation during open houses</i>	<i>1.3.1-Sign- in sheets for open houses</i>
				<i>1.3.2-Increased parental</i>	<i>1.3.2-Asst Admin</i>	<i>1.3.2-Sign and return newsletter, hits on web</i>	<i>1.3.2-Newsletter, web site and SAC participation</i>

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

			<i>communication through the school's web site and school newsletter.</i>		<i>site, and SAC participation</i>	
		<i>1.4-Students lack of sufficient credits to graduate.</i>	<i>1.4.1-Teachers will utilize self-paced computer instruction</i> <i>1.4.2-Teachers will provide students assistance with flexibility and opportunities during and after school for tutoring and on Fridays.</i> <i>1.4.3-Utilize a grading scale that affords students the opportunity to recover from poor performance.</i>	<i>1.4-Teachers and guidance counselors</i>	<i>1.4-Rtl</i> <i>1.4.3-Grading scale:</i> <i>90-100 = A</i> <i>80-89 = B</i> <i>70-79 = C</i> <i>60-69 = D</i> <i>50-59 = F</i>	<i>1.4-Number of students taking part of tutoring sessions, self-paced computer instruction, increased credits earned, and increased GPA.</i>

Dropout Prevention Professional Development

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

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

Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
<i>Credit recovery through A+WBA will be utilized to provide students who are behind in credits and/or grade point average. A+WBA will allow students to work outside the normal school hours in order to recover credits and improve their GPA.</i>	<i>A+ Anywhere Learning System</i>	<i>FTE</i>	<i>\$9,000.00</i>
			Subtotal: \$9,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
<i>Learning focused strategies and cooperative learning strategies, as well as project-based learning, and business simulations will be used to increase success in academics.</i>			
			Subtotal:
			Total: \$9,000.00

End of Dropout Prevention Goal(s)

August 2012

Rule 6A-1.099811

Revised April 29, 2011

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

Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.

Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			<i>1.1-Lack of communication with parents</i>	<i>1.1.1-Update student addresses and contact information first week of school</i> <i>1.1.2-Increased parental communication through regular open houses, school's web site, school newsletter, and parent advisory committee meetings.</i>	<i>1.1-Admin, Teachers and Data input clerk</i>	<i>1.1-Increased parent participation during school functions</i>	<i>1.1-Open house and PAC attendance</i>
<u>Parent Involvement Goal #1:</u>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
<i>Increase percentage of parental involvement in school functions by 5 percentage points.</i>	<i>10%</i>	<i>15%</i>					
			<i>1.2-Lack of parental interest and involvement.</i>	<i>1.2-Reach out to extended family.</i>	<i>1.2-All staff</i>	<i>1.2-Increased parental participation during school functions.</i>	<i>1.2-Phone contact logs</i>

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

Parent Involvement Professional Development

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

Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p><u>STEM Goal #1:</u> <i>Inform and educate students and teachers about STEM to increase the connection of the Career and Technical Education programs with core curriculum courses.</i></p>	<p><i>1.1-Misconceptions of STEM by teachers and students alike: What is it? Why is it important? How do we do it?</i></p>	<p><i>1.1- Professional Development for teachers in order to increase the student awareness.</i></p>	<p><i>1.1- All instructional staff, Administration</i></p>	<p><i>1.1-Progress reports, report cards</i></p>	<p><i>1.1-2013 FCAT 2.0 testing, EOCs, Benchmark testing, Climate survey, Edusoft</i></p>
	<p><i>1.2-Lack of Technology</i></p>	<p><i>1.2-Increase the availability of technology in all classrooms.</i></p>	<p><i>1.2-Administration</i></p>	<p><i>1.2-Work with the Governing Board on budget adjustments to increase funding for technology in all classrooms.</i></p>	<p><i>1.2-</i></p>
	<p><i>1.3-Low student reading levels</i></p>	<p><i>1.3- Teachers will provide the Stanford Diagnostic Reading Test (SDRT), EduSoft and FCAT Achiever assessments to monitor student progress</i></p>	<p><i>1.3- All instructional staff, Administration</i></p>	<p><i>1.3- Review and monitor SDRT, FCAT Achiever, and EduSoft data reports.</i></p>	<p><i>1.3- SDRT data FCAT Achiever reports EduSoft reports</i></p>

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

STEM Professional Development

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

STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<i>Create computer labs within each classroom to increase the technology throughout the school</i>	<i>Computers Computer Tables Smart Boards</i>	<i>FTE</i>	<i>TBD</i>
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of STEM Goal(s)

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

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>Based on the analysis of school data, identify and define areas in need of improvement:</p> <p>CTE Goal #1: Provide students more opportunities to examine career and post secondary interest.</p>	<p>1.1-Students lack of transportation</p>	<p>1.1 – Provide bus transportation for students to and from their work sites</p>	<p>1.1 – Transportation Coordinator</p>	<p>1.1 – All students are transported to and from their work place</p>	<p>1.1 – School and work place attendance</p>
	<p>1.2 – Students lack of interest in identifying career and technical goals</p>	<p>1.2.1 - Provide opportunities for students to dual enroll in courses at Lake Technical Center for certificate programs upon academic completion.</p> <p>1.2.2 - Provide opportunities for students to take dual credited courses at Lake Sumter Community College.</p> <p>1.2.3 – Incorporate job interview skills, resume writing, appropriate work place behavior, and job interview skills.</p>	<p>1.2 – Work Internship teacher, Guidance Counselor, Asst. Principal</p>	<p>1.2 – Students dual enroll at Lake Technical Center.</p> <p>1.2.2 – Students dual enroll at Lake Sumter Community College.</p> <p>1.2.3 – Students practice job interview skills, resume writing, appropriate work place behavior, and job interview skills.</p>	<p>1.2 – Student enrollment in certificated course work at Lake Technical Center.</p> <p>1.2.2 – Student enrollment at Lake Sumter Community College.</p> <p>1.2.3 – Employer feedback</p>
	<p>1.3 - Poor student</p>	<p>1.3 - Teachers will</p>	<p>1.3 - Teachers</p>	<p>1.3 - PBS and RtI</p>	<p>1.3.1 - PBS and RtI</p>

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

	<i>attendance</i>	<i>utilize PBS to offer student incentives for good attendance and participation in classroom assignments.</i>	<i>(across curriculum)</i>		<i>1.3.2 - Student attendance records (AS400)</i>
	<i>1.4 - Lack of information about careers</i>	<p><i>1.4.1 – Emphasis the connection between academic course work and skills needed various skills.</i></p> <p><i>1.4.2 - Make work experience programs as broad as possible to afford students with many opportunities for hands-on experiences.</i></p> <p><i>1.4.3 – Expand work experiences opportunities through afterschool and summer programs.</i></p> <p><i>1.4.4 – Work with students and parents to ensure that each student participates in a wide range of career explorations,</i></p>			

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

		<i>both within and outside the school environment.</i>			
	<i>1.5 – Lack of partnerships with community employers</i>	<i>1.5.1 – Establish new business partnerships with community employers to develop promote a wider range of career experiences.</i> <i>1.5.2 –Work with community employers in the development of paid employment opportunities.</i>			

CTE Professional Development

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

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

CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
<i>A+ WBA will allow students to work outside the normal school hours in to develop their employability skills as well as research various career opportunities.</i>	<i>A+ Anywhere Learning System</i>	<i>FEFP</i>	<i>\$750.00</i>
			Subtotal: \$750.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
<i>Provide for the transportation of students to and from their work internship</i>		<i>FEFP</i>	<i>\$5,000.00</i>
			Subtotal: \$5,750.00
			Total: \$5,750.00

End of CTE Goal(s)

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

Additional Goal(s)

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

ADDITIONAL GOAL(S)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal <u>Additional Goal #1:</u>							
<i>Increase student's academic success and completion of assigned class work and homework.</i>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>	<i>1.1-Students lack of responsibility and interest in the completion of assigned</i>	<i>1.1-Establish a policy which clearly defines when, how, and where "late and missing" assignments may be turned in for grading and credit.</i>	<i>1.1-Teachers and guidance counselors</i>	<i>1.1-The quality of class work and homework as well as the number of students who have increased academic success.</i>	<i>1.1-Progress reports and report cards</i>
	NA	TBD					
1. Additional Goal <u>Additional Goal #2:</u>			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<i>Establish and maintain a school culture which is both safe and conducive to enhanced student achievement.</i>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>	<i>1.1-Students poor academic and social skills.</i>	<i>1.1- Teachers will utilize PBS to offer student incentives to recognize appropriate behaviors, both academic and social.</i>	<i>1.1-Teachers</i>	<i>1.1- Review discipline data each month.</i>	<i>1.1-PBS and RtI</i>
	NA	TBD					
			<i>1.2-Inappropriate actions and subsequent repeated infractions of the student code of conduct.</i>	<i>1.2-Students will complete a self reflection as part of the discipline process which investigates possible alternative actions/reactions the student could have used in the particular scenario.</i>	<i>1.2-Administration</i>	<i>1.2-Review discipline data each month.</i>	<i>1.2.1-AS400</i> <i>1.2.2-Administrative discipline log</i>

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

Additional Goals Professional Development

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

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)

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

Additional Goal(s)

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

ADDITIONAL GOAL(S)			Anti-Bullying Program (Required by Lake County School Board)				
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 <u>Additional Goal #1:</u>			<i>1.1-Lack of student understanding of issues which surround bullying and cyber bullying.</i>	<i>1.1-Bullying and cyber-bullying have become issues in schools today, especially with the explosion of websites such as "My Space and Face Book". Students will be made aware of the issues and dangers of Bulling, Cyber-Bulling, and Cyber Safety</i>	<i>1.1-All staff</i>	<i>1.1-Comparison of referrals, incidents, and actions.</i>	<i>1.1-AS400</i>
<i>To decrease incidents of bullying at Alee Academy while on campus and through the internet.</i>	2011 Current Level :*	2012 Expected Level :*					
	<i>.22%</i>	<i>0%</i>					

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

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

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

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total: \$6,500.00
CELLA Budget	Total: \$0.00
Mathematics Budget	Total: \$9,500.00
Science Budget	Total: \$1,750.00
Writing Budget	Total: \$750.00
Civics Budget	Total: \$0.00
U.S. History Budget	Total: \$0.00
Attendance Budget	Total: \$0.00
Suspension Budget	Total: \$0.00
Dropout Prevention Budget	Total: \$0.00
Parent Involvement Budget	Total: \$0.00
STEM Budget	Total: \$0.00
CTE Budget	Total: \$5,750.00
Additional Goals	Total: \$0.00
Grand Total: \$24,250.00	

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

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

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

Are you reward school? Yes No

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

If No, describe the measures being taken to comply with SAC requirements.

Describe the activities of the SAC for the upcoming school year.
<i>Continue to work with the Leadership team increase the number of at-risk students who do not drop out of school but successfully graduate from high school.</i>

Describe the projected use of SAC funds.	Amount