Florida Department of Education

DRAFT 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: DeSoto County High School	District Name: DeSoto
Principal: Shannon Fusco	Superintendent: Adrian Cline
SAC Chair: Tim Backer	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.

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)

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

Principal	Shannon Fusco	Specialist Degree – Educational Leadership from Nova Southeastern; Master's Degree – Specific Learning Disabilities from Nova Southeastern Bachelor's Degree – English from Stetson University	23	4	2011-2012 – School Grade Pending; 37% mastery in Reading, 59% Mastery in Math, 69% Mastery in Writing; 2010-2011 School grade D; 31% mastery in Reading, 63% mastery in Math, 62% Mastery in Writing and 22% Mastery in Science; 2009-10: School Grade D
Assistant Principal	Paul Curtis	Master's Degree - Educational Leadership Belhaven College - Master's Degree – Business Administration FSU - Bachelor's Degree – Political Science	2	5	2011-2012 – School Grade Pending; 37% mastery in Reading, 59% Mastery in Math, 69% Mastery in Writing;
Assistant Principal	Karen Pella	Master's Degree – Educational Leadership from USF; Bachelor's Degree – Elementary Education from USF	2	7	2011-2012 – School Grade Pending; 37% mastery in Reading, 59% Mastery in Math, 69% Mastery in Writing; 2010-11 Prior school grade:C, 72% mastery in reading, 70% math mastery, 78% writing mastery, and 39% science mastery.

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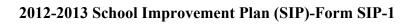
Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Graduation Coach	Laurel Padgett	BS Business	2	2	2011-2012 – School Grade Pending; 37% mastery in Reading, 59% Mastery in Math, 69% Mastery in Writing;
Reading	Emily Morris	BS Elementary Education; Reading and ESOL Endorsed; National Board Certification	2	2	2011-2012 – School Grade Pending; 37% mastery in Reading, 59% Mastery in Math, 69% Mastery in Writing;2010-11 Prior school grade:C, 72% mastery in reading, 70% math mastery, 78% writing mastery, and 39% science mastery.
Math	Jayne Arrington	BS Math; MS Math Education	2	2	2011-2012 – School Grade Pending; 37% mastery in Reading, 59% Mastery in Math, 69% Mastery in Writing;
Science	Francesca Anderson	BS Elementary Education; Reading Endorsed; ESOL Certified; General Science 5-9 Certified	1	1	First year at school: Prior School performance – 2011-12 Reading 54%, Math 54%, Writing 76%, Science 38%, School grade C; 2010-11 Prior school grade:C, 72% mastery in reading, 70% math mastery, 78% writing mastery, and 39% science mastery.

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. The District has developed a Mentorship Program to allow new teachers the opportunity to become comfortable with the policies and procedures of our school as they settle in their curriculum areas.	Principal/ Asst. Director HR	Ongoing
2.		
3.		
4.		

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

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective.
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Two reading teacher are not yet Reading endorsed.	Teachers will begin endorsement process in September.

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
69	11% (8)	29% (20)	40% (28)	20% (13)	40% (28)		15% (10)	3% (2)	32% (22)

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
Administrative and Coaching team	All new teachers	35 new teachers constitute half the staff. There aren't enough other staff to mentor.	Bi-monthly meetings combined with intensive monitoring and instruction for first time teachers.

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

Additional Requirements

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

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

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

Job Training	
Other	

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

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. S. Fusco, K Pella, D. Crews, P Curtis, J Arrington, F Anderson, E Morris, L VonDach, M McVannell, D Randolph, D Holloman
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 school-based MTSS leadership team will meet monthly to review data and make decisions that will impact instruction. The team will discuss discipline, attendance, and progress monitoring data to identify students who are meeting or exceeding benchmarks and those at moderate or high risk for not meeting benchmarks. The team will identify professional development and resources. The team will also collaborate regularly during common planning time to problem solve, share effective practices, evaluate implementation, make decision, and practice new processes and skills.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? The role of the school-based MTSS leadership team is to review data, plan interventions, evaluate status of implementation and staff development regarding RtI, assist teachers in using and analyzing data, support teachers in providing interventions, and involve parents in the RtI process.
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. PMRN will be the data management system for reading data from the FAIR assessment. Performance Matters will be used to provide data in an analyzed format from math, science, and writing progress monitoring. Gradebook and Genesis will be used for housing and accessing other data such as state assessment scores, attendance, discipline, and current academic performance in the classroom. The leadership team will summarize and disseminate data from all tiers to the school faculty and staff.
Describe the plan to train staff on MTSS. Faculty and staff will be provided training in assessments (formative and summative, academic and behavioral), gathering and analyzing data from different sources, and providing tiered instruction based on assessment information. The school leadership/data team will provide leadership.
Describe the plan to support MTSS. The district is supporting MTSS by providing training to teachers in implementation of RTI and progress monitoring.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Identify the school-based Literacy Leadership Team (LLT).   Shannon Fusco – Principal; Emily Morris – Reading Coach; Debbie Crews – Administrative Assistant; Karen Pella – Asst. Principal; Dana Holloman – Social Studies; Lucille LaCava – Media Specialist
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).   DHS – The Literacy Leadership Team at DHS is made up of member from many departments. The team meets monthly and develops school wide literacy initiatives including a summer reading list for students, model lessons to be utilized in the classrooms, Instructional Focus Calendars, and adoption of books and novels utilized in the Media Center.
What will be the major initiatives of the LLT this year?   A core of NG-CARPD trained teachers will be offering NG-CARPD training to content area teachers through face-to-face meetings and the district's blackboard learning system.   The academic coach for literacy will meet with content area teachers during common planning times to model and facilitate implementation of content area reading strategies.   Reading teachers will be co-teaching with core academic teachers to provide literacy support with complex informational text. Teachers will be implementing standard 10 from the Common Core Standards.

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.

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

*Elementary Title I Schools Only: Pre-School Transition
Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

*Grades 6-12 Only Sec. 1003.413 (2)(b) F.S
For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

Reading and writing are the common core focus of all teachers at DeSoto High School. Pre-school and during-school professional development is planned for the 2012-2013 year, and a school data team will follow through providing updated data and areas for improvement to all faculty. The academic coaches will work with teachers to incorporate rigor in content area reading.

*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?

DeSoto High School offers a full range of Career and Technical programs, Dual Enrollment and Advanced Placement courses as well as Honors and regular level courses in every subject area. Students and teachers are encouraged to apply knowledge in the classroom. Visiting speakers tie classroom instruction to needed workplace skills. Field trips are planned to bring students onto major university campuses for exposure to future opportunities. Students are also given opportunities to job shadow and various corporations in and around the community.

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?

Desoto High School Administrative Team and guidance counselors personally sit with each student in the spring to develop their individual schedules. Additionally, annual updates of graduation information and career interests are also surveyed.

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.

DeSoto County High School provides an array of support initiatives to successfully transition students into the postsecondary educational level. In

collaboration with the local community colleges, South Florida State College (SFSC) and Edison State College (ESC), many programs have been introduced that support and foster development of skills needed for students to succeed outside the high school setting.
Such programs include:
-Panther Youth Partners
-DeSoto County High School Career Day
- Dual Enrollment (DE) Program

Five Career and Technical certification programs are available on the DeSoto High School campus with three more available next door at SFCC. English and Math college readiness courses are also available on the DHS campus to prepare students for college entry exams. Three AP courses were first offered last year and two additional AP courses have been added to the curriculum with open enrollment available. DE courses are available year round on and off campus.

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.	1A.1. Lack of knowledge/ experience with using literacy strategies, vocabulary strategies, and answering higher order questions.	1A.1. Provide information to teachers regarding reading comprehension strategies, explicit vocabulary instruction, and creation of higher order questions. Implementation of Thinking Maps throughout the content areas.	1A.1. Administrative Team, Academic Coaches, School Personnel	1A.1. Classroom walk-throughs and observations; sharing at faculty meetings and/or new teacher meetings.	1A.1. Observations/Evaluations FCAT Reading 2.0		

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

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

Reading Goal #1A: The percentage of students in 9th grade achieving proficiency on the 2013Reading FCAT 2.0 will increase by a minimum of 6 percentage points. The percentage of students in 10th grade achieving proficiency on the 2013Reading FCAT 2.0 will increase by a minimum of 7 percentage points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	9th - 23% [64] 10th - 18% [47]	9th - 29% [128] 10th - 25% [65]					
		1A.2. Complex nonfiction text is not integrated into curriculum consistently	1A.2. Increase school and classroom libraries to include nonfiction texts – research online resources – text complexity PD	1A.2.School Personnel, Media Specialist, Literacy Coach	1A.2. Monitoring media center usage	1A.2. Circulation log from media center	
		1A.3. Insufficient cross-curricular application of reading strategies	1A.3. Common planning time, along with cross-curricular planning and co-teaching	1A.3. Administrative Team, Academic Coaches, School Personnel	1A.3. Evaluate use of planning time and monitor lesson plans	1A.3. Lesson Plans and Gradebook	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Reading Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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

	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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. Lack of knowledge/ experience with using literacy strategies, vocabulary strategies, and answering higher order questions.	2A.1. Provide information to teachers regarding reading comprehension strategies, explicit vocabulary instruction, and creation of higher order questions. Implementation of Thinking Maps throughout the content areas.	2A.1. Administrative Team, Academic Coaches, School Personnel	2A.1. Classroom walk-throughs and observations; sharing at faculty meetings and/or new teacher meetings.	2A.1. Observations/Evaluations FCAT Reading 2.0		
Reading Goal #2A: The percentage of students in 9th & 10th grade scoring at or above level 4on the 2013Reading FCAT 2.0 will increase by a minimum of 2 percentage points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	9th – 19% [53] 10th – 13% [34]	9th – 21% [93] 10th – 15% [39]					
		2A.2. Complex nonfiction text is not integrated into curriculum consistently	2A.2. Increase school and classroom libraries to include nonfiction texts – research online resources – text complexity PD	2A.2.School Personnel, Media Specialist, Literacy Coach	2A.2. Monitoring media center usage	2A.2. Circulation log from media center	

		2A.3. Insufficient cross-curricular application of reading strategies	2A.3. Common planning time, along with cross-curricular planning and co-teaching	2A.3. Administrative Team, Academic Coaches, School Personnel	2A.3. Evaluate use of planning time and monitor lesson plans	2A.3. Lesson Plans and Gradebook	
2B. Florida Alternate Assessment: **Students scoring at or above Level 7 in reading.**	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Reading Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.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		
3A. FCAT 2.0: Percentage of students making learning gains in reading.	3A.1. Attendance & tardies	3A.1. Consistent implementation and documentation of school attendance policy, PBS incentives	3A.1.School Personnel, Graduation Coach, and Administrative Team	3A.1. Parent conferences/home visits and monitoring absences/ tardies month to month	3A.1. Monthly attendance reports		
Reading Goal #3A: The percentage of students in 9th & 10th grade making learning gains on the 2013 Reading FCAT 2.0 will increase by a minimum of 10 percentage points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	9th – 54% [131] 10th – 46% [109]	9th – 64% [283] 10th – 56% [147]					
		3A.2. Lack of intrinsic motivation, work habits, study skills, and ability to articulate future goals	3A.2. 9th graders not above proficiency in reading are enrolled in a Leadership course; PBS	3A.2. Leadership teachers, Graduation Coach, Guidance, and Administrative Team	3A.2. Classroom walk-throughs and student conversations, data chats	3A.2. 9th grade retention list and enrollment in higher level course work (AP/DE/Honors)	
		3A.3. Low reading proficiency	3A.3. Reading and content area co-teaching	3A.3. Classroom teachers, Academic coaches, and Administrative Team	3A.3. Classroom walk-throughs and student conversations, data chats	3A.3. FAIR reading comprehension percentiles	

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

3B. **Florida Alternate Assessment:** **Percentage of students making learning gains in reading.**	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
Reading Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. Attendance & tardies	4A.1. Consistent implementation and documentation of school attendance policy, PBS incentives	4A.1.School Personnel, Graduation Coach, and Administrative Team	4A.1. Parent conferences/home visits and monitoring absences/ tardies month to month	4A.1. Monthly attendance reports		
Reading Goal #4A: The percentage of students in the lowest 25% making learning gains on the 2013Reading FCAT 2.0 will increase by a minimum of 5 percentage points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	57% [76]	62% [109]					
		4A.2. Lack of intrinsic motivation, work habits, study skills, and ability to articulate future goals	4A.2. 9th graders not above proficiency in reading are enrolled in a Leadership course; PBS	4A.2. Leadership teachers, Graduation Coach, Guidance, and Administrative Team	4A.2. Classroom walk-throughs and student conversations, data chats	4A.2. 9th grade retention list and enrollment in higher level course work (AP/DE/Honors)	
		4A.3. Low reading proficiency	4A.3. Reading and content area co-teaching	4A.3. Classroom teachers, Academic coaches, and Administrative Team	4A.3. Classroom walk-throughs and student conversations, data chats	4A.3. FAIR reading comprehension percentiles	

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

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

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

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading 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** 69% scored level 1 or 2	63% [342] scored level 1 or 2					
Reading Goal #5A: Each year, students not making satisfactory progress will decrease by 6 percentage points, resulting in a reduction from 69% to 33%. (In 6 years, that will exceed the reduction in achievement gap by 50% equaling a goal of 35%.)							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5B.1. White: Poor attendance, tardies, skipping Hispanic: Attendance due to migrant status or family needs	5B.1. White: parent conferences/home visits, implementation of attendance policy with accurate documentation Hispanic: transportation provided by district for migrant families, parent conferences/home visits, implementation of attendance policy with accurate documentation	5B.1. White: Administrative Team, Graduation Coach, District Personnel Hispanic: Administrative Team, Graduation Coach, District Personnel	5B.1. White: Monitoring absences and withdrawals monthly, data chats Hispanic: Monitoring absences and withdrawals monthly, re-enrollment data chats	5B.1. White: monthly attendance reports, data chat forms Hispanic: monthly attendance reports, monthly withdrawal reports		

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

Reading Goal #5B: Students in the White and Hispanic subgroups not making satisfactory progress in reading will decrease by a minimum of 6 percentage points. Black, Asian, and American Indian subgroups: n/a (% not high enough to report)	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White: 53% [108] Hispanic: 58% [96]	White: 47% [132] Hispanic: 52% [160]					
		5B.2. White: Lack of motivation and parental support Hispanic: Only native language is spoken in the home	5B.2. White: Graduation/Tutoring Bus, data chats Hispanic: Graduation/Tutoring bus available nightly throughout the community; Migrant Family Literacy program	5B.2. White: Teachers, Administrative Team, Academic Coaches, Migrant Services Hispanic: Migrant Services, District Personnel	5B.2. White: monitor data chats, monitor attendance Hispanic: Actively recruit participating families, monitoring attendance	5B.2. White: Data chat forms, monthly attendance reports Hispanic: monthly attendance records, parent conferences/ home visits	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
Reading Goal #5C: n/a – subgroup not large enough	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	62% [9]	n/a					
		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.		

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

Reading Goal #5D: n/a – subgroup not large enough	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	46% [27]	n/a				
		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.	5E.1. Limited exposure to vocabulary and life experiences due to socioeconomic status and lack of support from the home; lack of opportunities to apply concepts learned in school outside of the classroom	5E.1. College field trips, job shadowing, mentoring (teacher/ community leaders &students), Migrant Literacy Program, Graduation/ Tutoring Bus, CTE industry certification	5E.1. Graduation Coach, School & District Personnel, Migrant Services, Administrative Team, Academic Coaches	5E.1. Actively recruit mentees, students to enroll in CTE courses, and adult mentors; develop additional CTE courses,	5E.1. FCAT		
Reading Goal #5E: Students in the Economically Disadvantaged subgroup not making satisfactory progress in reading will decrease by a minimum of 6 percentage points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	58% [250]	52% [366]					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

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

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Thinking Maps	9-12	On Staff Facilitators	All Faculty	Ongoing	Teacher Common Planning Time	Administration
Positive Behavior System	9-12	On staff facilitators	All Faculty	Annual	Behavior standards	Administration
NG-CAR PD	9-12	On-staff facilitators	Science, Social Studies, and Math departments	First semester of the school year	Evaluate student non-fiction reading progress.	District NG-CAR PD trainers
Mimio Training	9-12	Tech Cadre	All Faculty	Monthly	Teacher common planning time	Administration
Performance Matters Data System	9-12	Tech Cadre	All Faculty	Monthly	Teacher common planning time	Administrat
Ongoing PD in NGSSS, Higher-order thinking, and vocabulary development	9-12	Reading Coach	All faculty	Ongoing	Teacher common planning time	Administration

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)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Compass, Performance Matters, and Mimio	Tech Cadre	Instructional Services	$2,500.00
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Reading Goals

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. Insufficient student background knowledge and/or academic language development impedes acquisition of listening/ speaking skills.	1.1. Teachers will increase their knowledge and practice of differentiated instructional practices.	1.1. Principal, School Leadership Team, Classroom Teachers, Academic Coaches, Instructional Support Personnel	1.1. Lesson Plans Classroom Walk throughs Observations formal and informal Academic Coaches Modeling Lessons and providing feedback to teachers	1.1. CELLA FCAT FAIR Student grades Coaches Logs	
CELLA Goal #1: *By the end of the 2012-2013 academic year, 57% of ELL students will have made gains aquiring English in the areas of listening/speaking as measured by the spring 2012 CELLA test.*	2012 Current Percent of Students Proficient in Listening/Speaking:					
	Enter numerical data for current level of performance in this box.					
		1.2.	1.2. Teachers will utilize, with fidelity, content area vocabulary word walls and incorporate vocabulary instructional practices imbedded with ESOL strategies.	1.2.	1.2.	1.2.

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

		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. Insufficient student background knowledge and/or academic language development impedes acquisition of reading skills.	2.1. Teachers will increase their knowledge and practice of differentiated instructional practices.	2.1. Principal, School Leadership Team, Classroom Teachers, Academic Coaches, Instructional Support Personnel	2.1. Lesson Plans Classroon Walk throughs Observations formal and informal Academic Coaches Modeling Lessons and providing feedback to teachers	2.1.CELLA FCAT FAIR Student Grades Coaches logs.	
CELLA Goal #2: _By the end of the 2012-2013 academic year, 55% of ELL students will have made gains in reading as measured by the spring 2012 CELLA test_	2012 Current Percent of Students Proficient in Reading:					
	Enter numerical data for current level of performance in this box.					
		2.2.	2.2. Teachers will utilize, with fidelity, content area vocabulary word walls and incorporate vocabulary instructional practices imbedded with ESOL strategies.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.
Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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

3. Students scoring proficient in writing.	2.1. Insufficient student background knowledge and/or academic language development impedes acquisition of reading skills.	2.1. Teachers will increase their knowledge and practice of differentiated instructional practices.	2.1. Principal, School Leadership Team, Classroom Teachers, Academic Coaches, Instructional Support Personnel	2.1. Lesson Plans Classroon Walk throughs Observations formal and informal Academic Coaches Modeling Lessons and providing feedback to teachers	2.1.	
CELLA Goal #3: *By the end of the 2012-2013 academic year 59% of ELL students will have made gains in writing as measured by the spring 2012 CELLA test.*	2012 Current Percent of Students Proficient in Writing :					
	Enter numerical data for current level of performance in this box.					
		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

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

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]).

gh School Mathemat	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in mathematics.**	1.1.	1.1.	1.1.	1.1.	1.1.		
Mathematics Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

June 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 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: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		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: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

4. Florida Alternate Assessment: **Percentage of students in lowest 25% making learning gains in mathematics.**	4.1.	4.1.	4.1.	4.1.	4.1.	
Mathematics Goal #4: _Enter narrative for the goal in this box._	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	_Enter numerical data for expected level of performance in this box._				
		4.2.	4.2.	4.2.	4.2.	4.2.
		4.3.	4.3.	4.3.	4.3.	4.3.

End of Florida Alternate Assessment High School Mathematics Goals

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

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

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

Algebra 1 EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Algebra 1.	1.1. Lack of mathematics background knowledge and in need of extra assistance with learning prerequisite skills	1.1. Thinking Maps and other visual aids, after-school tutoring, FCIM	1.1. Teachers, Academic Coaches, Administrative Team	1.1. Monitor student growth on common assessments and district benchmark tests	1.1. Gradebook, Performance Matters, EOC		
Algebra 1 Goal #1: The percentage of students enrolled in Algebra 1 scoring at Achievement Level 3 will increase by a minimum of 8 percentage points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	42% [119]	50% [TBD]					
		1.2. Low reading proficiency	1.2. Cross-curricular planning, FAIR reading comprehension percentiles to guide supplemental reading materials	1.2. School Personnel, Academic Coaches, Administrative Team	1.2. Monitor data in Performance Matters and FAIR	1.2. FAIR comprehension percentiles, Benchmark tests, EOC, FCAT Reading 2.0	

		1.3. Inability to answer higher level questions (teachers lack training in questioning techniques)	1.3. Thinking Maps PD, common planning times, NGCARPD, FCIM	1.3. Teachers, Academic Coaches, Administrative Team	1.3. Monitor student growth on common assessments and district benchmark tests	1.3. Benchmark tests, EOC	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.	2.1. Students scoring above proficiency on Math FCAT in 7th grade take Algebra 1 at the middle school. This results in the high performing students not participating in Algebra 1 on the high school campus, therefore fewer students score at achievement levels 4 and 5.	2.1. Provide differentiated instruction and after-school tutoring; remediation and enrichment using Compass Learning	2.1. Teachers, Administrative Team	2.1. Monitor student progress on Compass reports; monitor student growth on district benchmark tests and common assessments	2.1. EOC, Performance Matters		
Algebra Goal #2: The percentage of students enrolled in Algebra 1 scoring at Achievement Level 4 and 5 will increase by a minimum of 6 percentage points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	6% [17]	12%					

		2.2. Inability to answer higher level questions (teachers lack training in questioning techniques)	2.2. Thinking Maps PD, common planning times, NGCARPD, FCIM	2.2. Teachers, Academic Coaches, Administrative Team	2.2. Monitor student growth on common assessments and district benchmark tests	2.2. Benchmark tests, EOC	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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	
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	52% [146] scored level 1 or 2					
Algebra 1 Goal #3A: Each year, students not making satisfactory progress will decrease by a minimum of 5 percentage points.							
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.**	3B.1. White: Poor attendance, tardies, skipping Hispanic: Attendance due to migrant status or family needs	3B.1. White: parent conferences/home visits, implementation of attendance policy with accurate documentation Hispanic: transportation provided by district for migrant families, parent conferences/home visits, implementation of attendance policy with accurate documentation	3B.1. White: Administrative Team, Graduation Coach, District Personnel Hispanic: Administrative Team, Graduation Coach, District Personnel	3B.1. White: Monitoring absences and withdrawals monthly, data chats Hispanic: Monitoring absences and withdrawals monthly, re-enrollment data chats	3B.1. White: monthly attendance reports, data chat forms Hispanic: monthly attendance reports, monthly withdrawal reports		

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

Algebra 1 Goal #3B: Students in the White and Hispanic subgroups not making satisfactory progress in Algebra1 will decrease by a minimum of 5 percentage points. Other subgroups not reported due to insufficient student numbers.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White: 42% [48] Hispanic: 55% [66]	White: 37% Hispanic: 50%					
		3B.2. White: Lack of motivation and parental support Hispanic: Only native language is spoken in the home	3B.2. White: Graduation/Tutoring Bus, data chats Hispanic: Graduation/Tutoring bus available nightly throughout the community	3B.2. White: Teachers, Administrative Team, Academic Coaches Hispanic: District Personnel	3B.2. White: monitor data chats, monitor attendance Hispanic: Actively recruit participating families, monitoring attendance	3B.2. White: Data chat forms, monthly attendance reports Hispanic: monthly attendance records, parent conferences/ home visits	
		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: n/a – subgroup not large enough	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		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		

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

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: n/a – subgroup not large enough	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.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		
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.	3E.1. Limited exposure to real-life experiences due to socioeconomic status and lack of support from the home; lack of opportunities to apply concepts learned in school outside of the classroom;	3E.1. College field trips, job shadowing, mentoring (teacher/ community leaders &students), Graduation/ Tutoring Bus, CTE industry certification	3E.1. Graduation Coach, School & District Personnel, Administrative Team, Academic Coaches	3E.1. Actively recruit mentees, students to enroll in CTE courses, and adult mentors; develop additional CTE courses	3E.1. EOC		
Algebra 1 Goal #3E: Students in the Economically Disadvantaged subgroup not making satisfactory progress in reading will decrease by a minimum of 5 percentage points.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	52% [122]	47%					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

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

End of Algebra 1 EOC Goals

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

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

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

Geometry EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Geometry.	1.1. Lack of mathematics background knowledge and in need of extra assistance with learning prerequisite skills	1.1. Thinking Maps and other visual aids, after-school tutoring, FCIM	1.1. Teachers, Academic Coaches, Administrative Team	1.1. Monitor student growth on common assessments and district benchmark tests	1.1. Gradebook, Performance Matters, EOC		
Geometry Goal #1: 2012 – data was sorted by thirds, not on a 1-5 scale 2013 – GOAL – 35% of students enrolled in Geometry will score at achievement level 3.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	n/a	35%					

		1.2. Low reading proficiency	1.2. Cross-curricular planning, FAIR reading comprehension percentiles to guide supplemental reading materials	1.2. School Personnel, Academic Coaches, Administrative Team	1.2. Monitor data in Performance Matters and FAIR	1.2. FAIR comprehension percentiles, Benchmark tests, EOC, FCAT Reading 2.0	
		1.3. Inability to answer higher level questions (teachers lack training in questioning techniques)	1.3. Thinking Maps PD, common planning times, NGCARPD, FCIM	1.3. Teachers, Academic Coaches, Administrative Team	1.3. Monitor student growth on common assessments and district benchmark tests	1.3. Benchmark tests, EOC	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	2.1. Inability to answer higher level questions (teachers lack training in questioning techniques)	2.1. Thinking Maps PD, common planning times, NGCARPD, FCIM	2.1. Teachers, Academic Coaches, Administrative Team	2.1. Monitor student growth on common assessments and district benchmark tests	2.1. Benchmark tests, EOC		
Geometry Goal #2: 2012 – data was sorted by thirds, not on a 1-5 scale 2013 – GOAL – 15% of students enrolled in Geometry will score at achievement level 4 or 5.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	n/a	15%					
		2.2 .	2.2 .	2.2 .	2.2 .	2.2 .	

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

		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** 20% [67] performed in the top third of scores							
Geometry Goal #3A: Goal will be determined based on data from 2012-2013 Geometry EOC.								
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.**	3B.1. White: Poor attendance, tardies, skipping Hispanic: Attendance due to migrant status or family needs	3B.1. White: parent conferences/ home visits, implementation of attendance policy with accurate documentation Hispanic: transportation provided by district for migrant families, parent conferences/ home visits, implementation of attendance policy with accurate documentation	3B.1. White: Administrative Team, Graduation Coach, District Personnel Hispanic: Administrative Team, Graduation Coach, District Personnel	3B.1. White: Monitoring absences and withdrawals monthly, data chats Hispanic: Monitoring absences and withdrawals monthly, re-enrollment data chats	3B.1. White: monthly attendance reports, data chat forms Hispanic: monthly attendance reports, monthly withdrawal reports		
Geometry Goal #3B: Goal will be determined based on data from 2012-2013 Geometry EOC.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White: Hispanic:	White: 50% Hispanic: 50%					
		3B.2. White: Lack of motivation and parental support Hispanic: Only native language is spoken in the home	3B.2. White: Graduation/Tutoring Bus, data chats Hispanic: Graduation/Tutoring bus available nightly throughout the community	3B.2. White: Teachers, Administrative Team, Academic Coaches Hispanic: District Personnel	3B.2. White: monitor data chats, monitor attendance Hispanic: Actively recruit participating families, monitoring attendance	3B.2. White: Data chat forms, monthly attendance reports Hispanic: monthly attendance records, parent conferences/ home visits	
		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 Geometry.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
Geometry Goal #3C: n/a – subgroup not large enough to report	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		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		

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
Geometry Goal #3D: n/a – subgroup not large enough to report	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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. Limited exposure to real-life experiences due to socioeconomic status and lack of support from the home; lack of opportunities to apply concepts learned in school outside of the classroom;	3E.1. College field trips, job shadowing, mentoring (teacher/ community leaders &students), Graduation/ Tutoring Bus, CTE industry certification	3E.1. Graduation Coach, School & District Personnel, Administrative Team, Academic Coaches	3E.1. Actively recruit mentees, students to enroll in CTE courses, and adult mentors; develop additional CTE courses	3E.1. EOC		
Geometry Goal #3E: Goal will be determined based on data from 2012-2013 Geometry EOC.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	n/a	50%					
		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

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

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

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
Thinking Maps	9-12	On Staff Facilitators	All Faculty	Ongoing	Teacher Common Planning Time	Administration
Positive Behavior System	9-12	On staff facilitators	All Faculty	Annual	Behavior standards	Administration
NG-CAR PD	9-12	On-staff facilitators	Science, Social Studies, and Math departments	First semester of the school year	Evaluate student non-fiction reading progress.	District NG-CAR PD trainers
Mimio Training	9-12	Tech Cadre	All Faculty	Monthly	Teacher common planning time	Administration
Performance Matters Data System	9-12	Tech Cadre	All Faculty	Monthly	Teacher common planning time	Administrat
Ongoing PD in NGSSS, Higher-order thinking, and vocabulary development	9-12	Reading Coach	All faculty	Ongoing	Teacher common planning time	Administration

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

End of Mathematics Goals

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

Florida Alternate Assessment High School Science Goals

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

High School Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in science.**	1.1.	1.1.	1.1.	1.1.	1.1.		
Science Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2.1.	2.1.	2.1.	2.1.	2.1.		
Science Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Florida Alternate Assessment High School Science Goals

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

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

Biology 1 EOC Goals	**Problem-Solving Process to Increase Student**					

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

	Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Biology 1.	1.1.Lack of prerequisite skills	1.1. Thinking maps and other visual aids, after-school tutoring, co-teaching with reading, preloading concepts, vocabulary, strategies, and supplemental readings prior to Biology class	1.1. School Personnel, Academic Coaches, Administrative Team	1.1. Develop common assessments, district benchmark tests	1.1. Gradebook, Performance Matters, Benchmark tests, EOC		
Biology 1 Goal #1: 2012 – data was sorted by thirds not on a 1-5 scale 2013 – GOAL – 35% of students enrolled in Biology 1 will score at achievement level 3	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	n/a	35%					
		1.2. Low reading proficiency on complex informational text	1.2. Cross-curricular planning, co-teaching with reading, CCSS Standard 10 training	1.2. School Personnel, Academic Coaches, Administrative Team	1.2. Monitor data in Performance Matters	1.2. Benchmark tests, EOC, FCAT Reading 2.0	

		1.3. Inability to answer higher level questions (teachers lack training in questioning techniques)	1.3. Thinking Maps PD, common planning times, NGCARPD	1.3. Teachers, Academic Coaches, Administrative Team	1.3. Monitor student growth on common assessments and district benchmark tests	1.3. Benchmark tests, EOC	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.	2.1. Inability to answer higher level questions (teachers lack training in questioning techniques)	2.1. Thinking Maps PD, common planning times, NGCARPD	2.1. Teachers, Academic Coaches, Administrative Team	2.1. Monitor student growth on common assessments and district benchmark tests	2.1. Benchmark tests, EOC		
Biology 1 Goal #2: 2012 – data was sorted by thirds not on a 1-5 scale 2013 – GOAL – 15% of students enrolled in Biology 1 will score at achievement level 4 or 5	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	n/a	15%					
		2.2. Low reading proficiency on complex informational text	2.2. Cross-curricular planning, co-teaching with reading, CCSS Standard 10 training	2.2. School Personnel, Academic Coaches, Administrative Team	2.2. Monitor data in Performance Matters	2.2. Benchmark tests, EOC, FCAT Reading 2.0	

		2.3. Lack access to instruction methods that are inquiry based and require performance tasks	2.3. integrate inquiry-based lessons	2.3. Teachers, Science Coach, Administrative Team	2.3. Classroom walk-thrus, lesson plans	2.3. Evaluations, Gradebook	

End of Biology 1 EOC Goals

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

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
Thinking Maps	9-12	On Staff Facilitators	All Faculty	Ongoing	Teacher Common Planning Time	Administration
Positive Behavior System	9-12	On staff facilitators	All Faculty	Annual	Behavior standards	Administration
NG-CAR PD	9-12	On-staff facilitators	Science, Social Studies, and Math departments	First semester of the school year	Evaluate student non-fiction reading progress.	District NG-CAR PD trainers
Mimio Training	9-12	Tech Cadre	All Faculty	Monthly	Teacher common planning time	Administration
Performance Matters Data System	9-12	Tech Cadre	All Faculty	Monthly	Teacher common planning time	Administrat
Ongoing PD in NGSSS, Higher-order thinking, and vocabulary development	9-12	Reading Coach	All faculty	Ongoing	Teacher common planning time	Administration

Science Budget (Insert rows as needed)

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

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

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

End of Science Goals

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

Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1. Teachers are not providing prompt and/ or appropriate feedback	1A.1. Frequent writing opportunities in all content areas; Mini rubrics/ checklists for teacher assessment or peer editing; Journals; Exemplary student work with feedback posted in classrooms	1A.1. Classroom Teachers, Academic Coaches, Administrative Team	1A.1. Utilizing writing rubrics; classroom walk thrus; district writing assessments	1A.1. 2013 FCAT Writing		

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

Writing Goal #1A: The percentage of 10th graders scoring 3.0 or higher will increase by a minimum of 6 percentage points.	2012 Current Level of Performance:* 2013 Expected Level of Performance:*					
	69% [184]	75% [197]				
		1A.2. Teachers and students are not exposed to writing at high enough standards	1A.2. Integrating released anchor papers at levels 1-6 in the curriculum; peer editing; feedback	1A.2. Classroom Teachers, Literacy Coach	1A.2. Utilizing writing rubrics; classroom walk-thrus; Posted writing samples with feedback	1A.2. 2013 FCAT Writing
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.	
Writing Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* 2013 Expected Level of Performance:*					
	Enter numerical data for expected level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.

		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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
Thinking Maps	9-12	On Staff Facilitators	All Faculty	Ongoing	Teacher Common Planning Time	Administration
Positive Behavior System	9-12	On staff facilitators	All Faculty	Annual	Behavior standards	Administration
NG-CAR PD	9-12	On-staff facilitators	Science, Social Studies, and Math departments	First semester of the school year	Evaluate student non-fiction reading progress.	District NG-CAR PD trainers
Mimio Training	9-12	Tech Cadre	All Faculty	Monthly	Teacher common planning time	Administration
Performance Matters Data System	9-12	Tech Cadre	All Faculty	Monthly	Teacher common planning time	Administrat
Ongoing PD in NGSSS, Higher-order thinking, and vocabulary development	9-12	Reading Coach	All faculty	Ongoing	Teacher common planning time	Administration

Writing Budget (Insert rows as needed)

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

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

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

End of Writing Goals

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	

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

1. Attendance	1.1. Teachers & Attendance office do not document absences & tardies accurately	1.1. Consistent implementation of the school-wide attendance policy; PBS incentives (Brainstorm possible ideas to implement: - limited # of RR passes per class - IR during lunch so they don't miss any class - tardy passes written in attendance are input by attendance, not the classroom teacher - reward for no A/T in a week, month, etc - tardy sweeps/ lock down doors	1.1. Classroom Teachers; Administrative Team, Attendance Office; PBS Team	1.1. Monitor attendance reports and Gradebook entries; Monitor transition times in hallways between classes	1.1. Monthly attendance reports		
Attendance Goal #1: *Attendance rate will increase by 2%* *The number of students with excessive absences (10 or more) will decrease by 10%* The number of students with excessive tardies will decrease by 10%	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	92% (966) attendance	*94% (1081)*					

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

	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
	28.2% (297) students had 10 or more absences	*25% (287) students will have 10 ore more absences*				
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
	19% (198) students had excessive tardies (10 or more)	*17% (196) of students will have excessive tardies (10 or more)*				
		1.2. High number of students in OSS and ISS (IR)	1.2. Identify and track high-priority students	1.2. Administrative Team, Graduation Coach, Attendance Office	1.2. Quarterly attendance reports & discipline reports	1.2. Final attendance and discipline numbers from Genesis
		1.3.	1.3.	1.3.	1.3.	1.3.

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

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
Teacher student relationship/ Understanding under-resourced learners	9-12	Administration	all teachers	ongoing	Review of teacher data: correlationof write-ups and absences to grades	Administration/ Dean/ Grad Coach
Positive Behavior System	9-12	On staff facilitators	All Faculty	Annual	Behavior standards	Administration

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

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

Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension					
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Suspension	1. Reduction in staff and increase in student enrollment has reduced the number of adults and supervision.	1.1. Faculty & Administrative Team in hallways during class changes; One administrative team member present during all lunches	1.1. Administrative Team; School Personnel	1.1. Monitoring referrals	1.1. Quarterly discipline reports	

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

Suspension Goal #1:	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions				
Total number of suspensions will decrease by 10%. *Total number of students suspended in-school will decrease by 10%.* *Total number of out of school suspensions will decrease by 10%.* Total number of Students suspended out of school will decrease by 10%.						
	30% (312)	*27% (310)*				
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School				
	27% (287)	*24.5%(281)*				
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
	30% (311)	*27% (310)*				
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School				
	27% (284)	*24.5% (281)*				
		1.2. Issues from the community neighborhoods are brought on campus	1.2. Open communication with neighborhoods when issues arise; staff awareness following any altercation	1.2. Administrative Team	1.2. Monitoring referrals	1.2. Quarterly discipline reports
		1.3.	1.3.	1.3.	1.3.	1.3.

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
Teacher student relationship/ Understanding under-resourced learners	9-12	Administration	all teachers	ongoing	Review of teacher data: correlation of write-ups and absences to grades	Administration/ Dean/ Grad Coach
Positive Behavior System	9-12	On staff facilitators	All Faculty	Annual	Behavior standards	Administration

Suspension Budget (Insert rows as needed)

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

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

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

Professional Development			
Strategy	Description of Resources	Funding Source	Amount
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	1.1. Students are behind in earning credits and need opportunities for credit retrieval	1.1. Credit retrieval computer lab available on campus; data chats; identify high priority students	1.1. Administrative Team, Graduation Coach, Guidance Counselors	1.1. Monitor credit history/ grades of students enrolled in credit retrieval	1.1. Grades/credits on track for graduation; attendance records from credit retrieval	
Dropout Prevention Goal #1: The dropout rate will decrease by 1%. The graduation rate will increase by 1%.	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*				
	3.5% (37)	3.15% (36)				
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*				
	72%	73%				

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

		1.2. Few role models exist to encourage students to remain in school	1.2. Continue mentoring program to support students; data chats	1.2. Graduation Coach	1.2. Regular grade and success monitoring as well as weekly mentor-student meetings	1.2. Quarterly grade progression monitoring	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teacher student relationship/ Understanding under-resourced learners	9-12	Administration	all teachers	ongoing	Review of teacher data: correlationof write-ups and absences to grades	Administration/ Dean/ Grad Coach
Positive Behavior System	9-12	On staff facilitators	All Faculty	Annual	Behavior standards	Administration

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

Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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

Parent Involvement Goal(s)
Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.
Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement	1. Previous lack of communication avenues	1.1. Bilingual robo calls; English & Spanish radio stations; home visits and community visits; Migrant Services; LED school marquee	1.1. Parent Involvement Specialist, Graduation Coach, Guidance, Migrant Services, School Personnel	1.1. Communication logs and sign in sheets	1.1. End of year records of parent contact		
Parent Involvement Goal #1: DHS would like to increase their parent involvement in the school through the use of mulitmedia for communication purposes; a minimum of two communications will be made per month.	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*					

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

	2975 Volunteer hours	*3125 Volunteer hours – an increase of 5%*				
		2. Recession, loss of jobs, and lack of interest	1.2. Migrant Family Literacy, Graduation Bus, home visits	1.2. Migrant Services; Parent Involvement Specialist, Graduation Coach and other personnel as appropriate	1.2. Student success as seen by improved attendance, grades, and involvement	1.2. Graduation and Attendance rates	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

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

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

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
STEM Goal #1: *Increase student participation in the STEM program* *Higher enrollment in STEM higher level courses.*	1.1.Parent expectations are a barrier for students	1.1. Parent nights Community Involvement	1.1. Math/Science coaches, guidance, graduation coach, administration	1.1. Determine enrollment in courses and enrollment in the STEM program	1.1. Enrollment STEM activities sign in sheets
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a					

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

professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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

STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

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

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<u>CTE Goal #1:</u> *Teachers will do more teaching to the Industry Certifications* *Increase the number of students tested for Industry Certifications* *Increase the number of business certifications*	1.1. Training for teachers Lack of student knowledge about CTE courses Time limitations	1.1. CTE common planning meetings with coaches and admin; share CTE course/ certification information	1.1. CTE teachers Admin, Guidance counselors	1.1. Monitor number of students receiving certifications	1.1. Certification Enrollment in Courses
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a					

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

professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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

CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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

Additional Goal(s)

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

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

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

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

Additional Goals Professional Development

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

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

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

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

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

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

	Grand Total:

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		
☐Priority	☐Focus	☐Prevent

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

School Advisory Council (SAC)

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

☐ Yes   ☐ No

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

Describe the projected use of SAC funds.	Amount

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