

# 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: Eustis High School	District Name: Lake County
Principal: Nancy Velez	Superintendent: Dr. Susan Moxley
SAC Chair: Lisa Porter	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)
Principal	Nancy Velez	Masters	0	23	Recent transfer from District Office
Assistant Principal	Lamica Caldwell	Biology 6-12 Educational Leadership (All Levels)	0	0	Recent appointment to Assistant Principal
Assistant Principal	Tracy Clark	Master of Science-Education Certification: School Principal (All	1	10	Assistant Principal Eustis High School 2011-2012 Increased NGA graduation rate from 88.82% in 2010 to 89.43% in

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		Levels) Physical Education (Grades 6-12)			<p>2011. Based on School Grades Data meeting high standards in reading 9th: 48% &amp; 10th : 49%; Algebra I L3 43.11% &amp; L4 above 13.78%; writing 79%; Geometry L3 37.74% &amp; L4 above 37.42%; Biology L3 30.77% &amp; L4 above 46.50%</p> <p>Assistant Principal East Ridge High School 2010-2011 442 Points, Reading Mastery 47%, Math Mastery 69%, Science Mastery 33%, Writing Mastery 77%, Lowest 25% improve in Reading 43%, Lowest 25% improve in Math 54</p> <p>Assistant Principal Eustis Middle School 2009-2010 School Grade "A"-559 Points, Reading Mastery 76%, Math Mastery 68%, Science Mastery 54%, Writing Mastery 89%, Lowest 25% improve in Reading 68%, Lowest 25% improve in Math 66%, AYP: 77% No, Black and Students with Disabilities did not make AYP in Reading; White, Black, Hispanic, Economically Disadvantaged and Students with Disabilities did not make AYP in Math.</p>
Assistant Principal	Marta C. Ramirez	B.S. Business Administration M.Ed Educational Leadership	2	7	<p>Assistant Principal Eustis High School: 2011-2012: Increased NGA graduation rate from 88.82% in 2010 to 89.43% in 2011. Based on School Grades Data meeting high standards in reading 9th: 48% &amp; 10th : 49%; Algebra I L3 43.11% &amp; L4 above 13.78%; writing 79%; Geometry L3 37.74% &amp; L4 above 37.42%; Biology L3 30.77% &amp; L4 above 46.50%</p> <p>Assistant Principal Eustis High School: 2010-2011: School Grade: B. Increased graduation rate from 85% in 2009 to 87% in 2010. White subgroup graduation rate increased from 87% in 2009 to 89% in 2010. Economically disadvantage graduation rate decreased from 82% in 2009 to 81% in 2010. Decreased Graduation Rate from 84% in 2009 for the Black subgroup to 77% in 2010. Based on School Grades Data meeting high standards in reading 46%; math 71%; writing 68%; science 42%. AYP: white, black, &amp; economically disadvantaged students did not make AYP in reading. Black and economically disadvantaged students did not make AYP in math. Writing proficiency was met.</p> <p>Assistant Principal of Mount Dora Middle School 2009-2010: Grade: B, Reading Mastery: 62%, Math Mastery: 57%, Science Master: 47%, Writing Mastery: 89%</p> <p>AYP: Hispanic subgroup made AYP in math, reading and writing.</p>

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					White, Black, and Economically Disadvantage did not make AYP in Reading and Math
Assistant Principal	Andrew Zimmerman	B.S. in Business Management Masters of Science in Leadership in Educational Administration	1	5	Assistant Principal Eustis High School: 2011-2012 Increased NGA graduation rate from 88.82% in 2010 to 89.43% in 2011. Based on School Grades Data meeting high standards in reading 9th: 48% & 10th : 49%; Algebra I L3 43.11% & L4 above 13.78%; writing 79%; Geometry L3 37.74% & L4 above 37.42%; Biology L3 30.77% & L4 above 46.50% Assistant Principal of Triangle Elementary: 2010-2011 School Grade A. Meeting High standards in reading 62%. Meeting high standards in math 67%. Meeting high standards in writing 99%. Meeting high standards in science 45%. Making learning gains in reading 65%. Making learning gains in math 68% lowest quartile making learning gains in reading 59% lowest quartile making learning gains in math 66%. 2009-2010 School Grade D. Meeting High standards in reading 61%. Meeting high standards in math 61%. Meeting high standards in writing 61%. Meeting high standards in science 36%. Making learning gains in reading 49%. Making learning gains in math 45% lowest quartile making learning gains in reading 46% lowest quartile making learning gains in math 53%

**Instructional Coaches**

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Karen Colarossi	Master's Degree, Curriculum and Instruction Reading Endorsed	0	5	Recent transfer from District Office

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		ESOL Endorsed English 6-12 Certification			
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**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. Regular meetings of new teachers and administrator	Assistant Principal	On going
2. Partnering new teacher with mentor	Assistant Principal	1 week from starting day
3. Vacancies advertised though District Human Resource Department	Principal	On going
4. New teachers will be assigned to a Professional Learning Community	Assistant Principal; Department Head	On going
5. New teacher will be trained on technology by the Innovative Learning Specialist	ILS	On going
6. Regular meetings of new teachers and Instructional coach	Instructional Coach	On going

***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
3% (3)	By providing programs that upgrades their qualifications or involves collaborative research into improving teaching effectiveness. By making development a collaborative activity, working together with colleagues to improve practices.

***Staff Demographics***

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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
80	7.5% (6)	27.5% (22)	40% (32)	25% (20)	50% (40)	96% (77)	14% (11)	5% (4)	26% (21)

### 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
Kim Okey	Alicia Bryie	Teachers is Science Department Head, share the same grade level students and courses and are in close proximity	Review the School Orientation Checklist form Assist with school procedures (ex. Emergency drills, final exam schedules, special events, etc.) Assist with completion of Deliberate Practice.
Harry Tomlinson	Adam Bryie	Teachers have same planning period, share the same grade level students and courses and are in close proximity	Review the School Orientation Checklist form Assist with school procedures (ex. Emergency drills, final exam schedules, special events, etc.) Assist with completion of Deliberate Practice.
Michael Oliver	Olivia Porter	Teachers is Social Studies Department Head, have same planning period and are in close proximity	Review the School Orientation Checklist form Assist with school procedures (ex. Emergency drills, final exam schedules, special events, etc.) Assist with completion of Deliberate Practice
Kathleen Cassanello	Kathryn Valentine	Teachers have same planning period, share the same grade level students and courses and are in close proximity	Review the School Orientation Checklist form Assist with school procedures (ex.

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			Emergency drills, final exam schedules, special events, etc.) Assist with completion of Deliberate Practice
Michael Bowe	Ashley Barrett	Teachers is PE Department Head, share the same grade level students and courses and are in close proximity	Review the School Orientation Checklist form Assist with school procedures (ex. Emergency drills, final exam schedules, special events, etc.) Assist with completion of Deliberate Practice

**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

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Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

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

School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Nancy Velez, Principal: Supports the use of data-based decision -making strategies, assures the implementation of RtI and will ensure adequate professional development for school staff.

Marta Ramirez, Assistant Principal - Team Leader: Will set time and dates and agendas for meetings, ensure team members are contributing, refers to action plan, refer to data during meetings.

Sheri Thorton , School Social Worker; Ellie VanAnda, Guidance Counselor -Provides information of services and expertise in assessments and interventions with students. Act as School Liaison with community and families in support of student success and achievement.

Anita Ramnarain, ESE Specialist: Will collect data on students and will provide best practices collaboration with general education teachers.

Karen Colarossi, Literacy Coach: Provide in-depth guidance on K-12 Reading plan. Will collect and analyze data for the RtI and PBS team. Will also support the implementation of the Tier Intervention Plans and provide instructional support to general education teachers.

ESE Teachers: Will participate in student data collection, will assist with instructional strategies for Tier 3 instruction. Will also collaborate with general education teachers.

Dianne Dwyer-Potential Specialist - RtI/PBS Coach - Will develop, lead and evaluate with RtI/PBS team the school standards and programs. Will identify patterns of student need and will liaise with the district personnel for staff development needs, intervention strategies, progress monitoring, data collection and analysis.

Linda Wice, School Psychologist: Will help in the interpretation analysis of data collected. Will provide support for interventions as well as professional development and technical assistance.

Technology Specialist -Ms. Browning, and Mr. Lee: Develop or broker technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

General education teacher: Will provide information about curriculum and will participate in data collection and will collaborate with other teachers in the implementation of Tier 1-3 instruction in an as-needed basis.

Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The leadership team will focus on how we involve all groups, students, staff, administrators, parents, in the development and maintenance of a single school culture where the focus is on student achievement with the goal of college and career readiness.

The team will meet once a month to collect and analyze data on students as well as teachers, which will then link to instructional decisions. Individual students will be

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monitored for progress in reaching benchmarks. Where there is risk of students not meeting benchmarks, the team will collaborate and build consensus on the best strategies to increase achievement. The team will be responsible for and participate in problem solving, research on best practices, evaluation of programs and implementation and decision-making strategies. Classroom teachers will be involved in the RtI meetings as necessary.

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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 Leadership Team in this initial implementation, has attended or will attend training, and meet the Wed in September for initial reviews. The Leadership team will meet with the School Advisory Council to education them on RtI/PBS and how it relates to Eustis High School. Data will be provided on the Tier 1,2,3 targets and the Behaviors that will be addressed by the team.

The Leadership Team will ask for input and consensus by the SAC Committee in the development of the SIP.

### 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.

LEAPS and BEP provide instructional resources for teachers. Implementation of FAIR assessment for baseline, midyear and summary data in Reading. FCAT Star for data on Reading, Math, Writing, and Science. My Access for baseline data in Writing, also includes midyear and summary data. Content-based Assessments together with Curriculum Maps and Blueprints. PLAN will be given to all 10<sup>th</sup> grade students. FIDO and the AS400 will be used to gather all data on discipline, academics for individual students and teachers.

Describe the plan to train staff on MTSS.

Professional Development will be on-going during the school year during the teachers planning time as a rolling in-service, as well as on early release Wednesdays. Informational RtI/PBS sessions will take place in during the teacher planning. The teachers in the AVID and RtI/PBS teams will conduct the professional development sessions and the administrative team will evaluate and observe implementation during Classroom Walk Through Sessions. District training for RtI teams will be held as well. Training assistance will be provided for all site-based teams on an on-going basis.

Describe the plan to support MTSS.

The implementation of MTSS will be facilitated by a strong system of professional development and support (technical assistance and coaching). The frequent feedback of implementation data along with student outcome data to the staff will enable school leaders to provide specific staff support to sustain implementation momentum. The frequent use and reporting of data will demonstrate that progress is being made and that the rate of progress is consistent with initial expectations.

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Website [http://www.florida-rti.org/educatorResources/MTSS\\_Book\\_ImpComp\\_012612.pdf](http://www.florida-rti.org/educatorResources/MTSS_Book_ImpComp_012612.pdf) provides a central, comprehensive location for Florida-specific information and resources that promote system-wide practices to ensure highest possible student achievement in both academic and behavioral pursuits.

### ***Literacy Leadership Team (LLT)***

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). The Literacy Leadership Team members include; Ms. Nancy Velez, Principal, Ms. Karen Colarossi, Literacy Coach; Ms. Joyce Browning, Media Specialist; Ms. C. Gnan-Thompson, ESE Teacher; Mr. Don Snyder, English Department Chair; Ms. Meghan Coffey, English Teacher; Ms. K Valentine, Science.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The Literacy Leadership Team will meet at least monthly to focus on identified school needs. The work of the Literacy Leadership Team will be driven by an action plan developed as a team and implemented throughout the school year.
What will be the major initiatives of the LLT this year? The Literacy Leadership Team will focus on establishing and supporting a culture of literacy across EHS.

### ***Public School Choice***

- **Supplemental Educational Services (SES) Notification**

*Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.*

### ***\*Elementary Title I Schools Only: Pre-School Transition***

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

### ***\*Grades 6-12 Only*** Sec. 1003.413 (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?

In order to ensure that reading strategies are the responsibility of every teacher, all teachers will participate in CAR-PD training, literacy staff development, and in school wide literacy initiative to ensure students are receiving reading support in each of the core academic areas. Administration will monitor via classroom visits, lesson plans and department meetings.

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### *\*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?

Eustis High School offers a variety of vocational and performing arts courses that incorporate applied academics to students' future career choices. Furthermore, Eustis High School has incorporated into its Advisory class the transition from grade levels while keeping the same advisory teacher. This will allow the advisory teacher to better know their students and in turn, assist with their career interests. Through the Advisory class, students will have the opportunity to hear speakers that relate the academic studies to their job requirements, participate in activities that give firsthand experience on future career choices and learn about the higher order education opportunities provided to achieve future career choices.

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?

During 7<sup>th</sup> & 8<sup>th</sup> grade, students are required to take a career & education planning course. The course must include educational planning online advising system using the Florida Academic Counseling & Tracking for students at FACTS.org and shall result in completion of a personalized academic and career plan. Students and guidance counselors review these plans annually to verify that the course of study is meaningful. One of the components of the Advisory class is career planning. This will allow the advisory teacher to better know their students and in turn, assist with their career interests. Student will registered for their next year's classes through their advisory classes.

### *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](#).

Rigorous academics in combination with high expectations and the placement of students in Advanced Placement classes based on their academic history are some of the strategies for improving student readiness for the public postsecondary level.

Continue to offer and expanding CTE programs that offer students opportunities to earn Industry Certifications in their chosen field. This will also provide students with an opportunity to earn extra post secondary clock hours or college credit.

For those CTE programs that do not have an AWI/FLDOE recognized industry certification, the district has secured articulation agreements with post secondary institutions for qualifying student program concentrations. This will allow the student the opportunity to earn either college credit or technical clock hours.

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**PART II: EXPECTED IMPROVEMENTS**

**Reading Goals**

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</b>			1A.1 . The absence of the use of effective comprehension strategies in all classrooms.	1A.1. Train teachers on the effective use of comprehension strategies in the classroom and monitor implementation and use.  Utilize Lesson Study targeting the incorporation of effective comprehension strategies including the Comprehension Instructional Sequence.  Focus on effective instruction in professional learning communities.  Provide ongoing assessments through LBAs baseline mini assessments in Language Arts.  Develop and implement plan for instruction using FCIM  Use of Cornell notes, school-wide	1A.1. Literacy Coach Administrative Team Department Chairs Potential Specialist	1A.1. Administrative observation Use available data from FAIR to effectively drive the instructional focus of school  Professional Learning Communities—strategies implemented and data collected  Lesson study data	1A.1. Lesson study outcome data. Benchmark Assessments FAIR data targets met
<b>Reading Goal #1A:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
Increase the percentage of students scoring at Level 3	9th: 48% 10th : 49%	9th: 52% 10th: 53%					
			1A.2. Lack of rigorous instruction in all classrooms.	1A.2. Increase rigor by blending common core expectations ; including analyzing and utilizing complex text and the Comprehension Instructional Sequence.  Incorporate the use of grade –level informational text into remedial reading courses using the Comprehension Instructional Sequence and supportive, scaffolding activities and strategies.  Alignment of curriculum using the Learning Goal, objectives and activities that includes higher order	1A.2. Administrative Team Literacy Coach Department Chairs Potential Specialist	1A.2. Administrative observation. Use of FAIR data (RCAS) Lesson study PLC CBC	1A.2. LBA data FAIR data targets met for remedial students.

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			thinking skills.			
		1A.3. Students do not see a relevance to test	1A.3. Implement PLATO beyond high school library	1A.3. Administrative Team Literacy Coach Department Chairs Potential Specialist	1A.3. Administrative observation. Use of FAIR data (RCAS) Lesson study PLC CBC	1A.3. LBA data FAIR data targets met for remedial students. Plato pre and post tests
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b>						
<b>Reading Goal #1B:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</b>			2A.1. High Performing students not enrolled in challenging courses	2A.1. Review course loads and reschedule students as needed.  Offer honors classes and AP classes to qualified students	2A.1. Guidance Department Administrative Team Literacy Coach	2A.1. Examination of student schedules	2A.1. AS400
<b>Reading Goal #2A:</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the number of students scoring at Level 4 or above by 2%.	9th grade: 16% 10th grade: 8%	9th grade 18% 10th grade: 18%					
			2A.2. Lack of rigorous coursework in upper level courses	2A.2. Offer NGCAR-pd and CIS training and monitor implementation.  Ensure the alignment of the curriculum with the learning goals, objectives and standards.  Monitor the use of higher order thinking and questioning in content	2A.2. Lead Teachers Literacy Coach Department Chairs Classroom Teachers	2A.2. Administrative Monitoring Lesson Plan Reviews PLC Lesson Study	2A.2. Essembler

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			classrooms.			
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b>						
<u>Reading Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3A. FCAT 2.0: Percentage of students making learning gains in reading.</b>			3A.1. Poor attendance school wide	3A.1. Apply for an attendance waiver to improve attendance.	3A.1. Administrative Team	3A.1. Enrollment data	3A.1. AS400
<u>Reading Goal #3A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the percentage of students who make learning gains in reading by 4%.	56% of students made reading gains	60% of students will make learning gains					
			3A.2. Large numbers of students in reading classes	3A.2. Appropriately schedule students into CAR-pd, NGCAR-pd and RE and RC classes, in order to focus attention on the students who are most struggling.	3A.2. Literacy Coach Guidance Counselors Administrative team	3A.2. Enrollment data Schedule and class reviews	3A.2. AS400 FCAT Star
			3A.3. Lack of challenging materials and supports for struggling students.	3A.3. Ensure that all classroom teachers are using strategies to support students; focus on Cornell notetaking, Criss Strategies, CAR-pd strategies, Comprehension Instructional Sequence and AVID (WICOR) strategies. Incorporate grade level text into all classrooms with scaffolding and support for teachers and students.	3A.3. Administrative Team Literacy Coach Department Chairs ESE Specialist Classroom Teachers	3A.3. Observation Lesson Plans Lesson Study focus on rigorous tasks and strategies for support. Classroom visits by Literacy Coaching	3A.3. Classroom Walkthroughs by Administrators Classroom visits by Literacy Coaching as needed.
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</b>							3B.1. c FAIR testing Brigance Testing
<u>Reading Goal #3B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
							3B.2. c FAIR testing Brigance testing
							3B.3. FAIR testing Brigance testing

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</b>			4A.1. Lowest 25% not identified by all teachers in all classes	4A.1. Train teachers on FCAT star to identify students who are in the lowest 25% Track student progress in the lowest 25%	4A.1. Potential Specialist ESE specialist ESE Reading teachers Content area classroom teachers Reading Teachers Literacy Coach	4A.1. Based on training participation and teacher use of FCAT Star	4A.1. FAIR Lake Benchmark assessments Mini Assessments
<u>Reading Goal #4A:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the percentage of students in the lowest 25% making learning gains in reading <i>by</i> 3%.	47%	50%					
			4A.2. Students lack of background knowledge and skill level along with Sufficient highly qualified teacher's to meet with student need based on state mandated class size	4A.2. All level 1 and 2 students will be placed in an intensive reading or NGCAR-PD class based upon previous years FCAT data and FAIR scores. All Level 2 students who were previously level 3 or above with NGCAR-PD teachers.	4A.2. Administration Literacy Coach  Potential Specialist	4A.2. Students will be continuously monitored in Reading and NGCAR-PD Classes with learning strategy modifications made to meet their needs.	4A.2. EDGE READ 180 FAIR Edusoft
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
<b>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.</b>							
<u>Reading Goal #4B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<b>5A. In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b> 49		53	58	62	66	70	75
	<u>Reading Goal #5A:</u> Based on the current level of performance of 50%, we expect students to make or exceed AMO targets.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b>			5B.1. White: Lack of motivation toward standardized testing Black: Relevance Hispanic: Language Barriers and Family distractions Asian: na	5B.1. Differentiated instruction to meet individual needs of students. Implementing valuable tools to help reach diverse students.	5B.1. Administration Literacy Coach CELLA Administrator Potential Specialist	5B.1. Literacy Coach and Administration will observe classes on a consistent basis to monitor implementation Potential Specialist and CELLA Administrator will monitor ELL and Lower 25%	5B.1. Teacher assessments Read 180 Reports Classroom walkthroughs EduSoft Assessments	
<u>Reading Goal #5B:</u> To meet AMO via meeting Safe Harbor AMO targets	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>						
	White:39% Black:77% Hispanic:65% Asian:na American Indian: N/A	White:33% Black:60% Hispanic:59% Asian: na American Indian: N/A						
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>			5.C.1. language barriers	5.C.1. differentiated instruction to meet individual needs of students Implementing valuable tools to help reach diverse students	5.C.1. administration Potential specialist CELLA administrator	5.C.1. Administration will observe classes on a consistent basis to monitor implementation Potential Specialist and CELLA administrator will monitor ELL and lower 25%	5C..1. teacher assessments, classroom walkthroughs, Edusoft assessments
Reading Goal #5C: To meet AMO via meeting Safe Harbor AMO targets	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	86%	72%	5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b>			5D.1. Classroom focus and relevance	5D.1. Utilize Cooperative consult teachers to assist mainstream teachers in implementing IEP's	5D.1. Teachers and Cooperative consults.	5D.1. Cooperative consults will maintain documentation of interventions and student progress	5D.1. grades, teacher reflection
Reading Goal #5D: To meet AMO via meeting Safe Harbor AMO targets	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	84%.	67%.	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b>			5E.1. Attendance	5E.1. Attendance Waiver/Tardy Policy	5E.1. Teachers/Administration	5E.1. Compare last year's attendance rate and scores with this year's attendance rate and scores.	5E.1. esembler
<u>Reading Goal #5E:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
To meet AMO via meeting Safe Harbor AMO targets	65%	52%.					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

### Reading Professional Development

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b>						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Comprehension Instructional Sequence Training	9-12	Literacy Coach Department Chairs	All Content Area Teachers who are RE, RC, CAR-pd or NGCARpd	9 hour training	Monitored through coaching and support	Literacy Coach
NGCAR-pd	9-12	Literacy Coach	Targeted Cohort	60 hours/ 30 hour practicum	Practicum and Coaching and support provided by the Literacy Coach and monitoring by Administrative team	Literacy Coach
Learning Goals and Scales	9-12	Literacy Coach	School Wide	End of First Term	Administrative support	Administrative Team

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

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

*End of Reading Goals*

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**Comprehensive English Language Learning Assessment (CELLA) Goals**

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring proficient in listening/speaking.</b>  <b>CELLA Goal #1:</b> ELL students will achieve 50% proficiency in CELLA Listening/Speaking	2012 Current Percent of Students Proficient in Listening/Speaking: 9th: 14% [1] 10th: 100% [1] 11th: 50% [2] 12th: 0% [0]	1.1 The ELL student is worried about making mistakes when he speaks. He will speak the words he has learned when he has a basic understanding of the word's meaning.	1.1. Present the student with simple classroom words like: teacher, desk, school, bathroom, and pencil. Label as many objects within the classroom and school as possible.	1.1. ESOL Endorsed Classroom Teacher	1.1. Classroom Assessment	1.1. CELLA
		1.2. Students learn through constant repetition. The student must consistently hear correct English being used in order to speak it.	1.2. Consistently use these words in speaking, written sentences, conversations and even songs. Hearing the words used in a variety of ways quickly gives meaning to the words for the ELL student.	1.2. ESOL Endorsed Classroom Teacher, ELL Contact	1.2. Classroom	1.2. CELLA
		1.3. Lack of confidence	1.3. School will provide social environments to allow students to become familiar with language	1.3. Club Sponsors and Coaches	1.3. Student participation	1.3. Student participation surveys
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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<b>2. Students scoring proficient in reading.</b>		2.1. Mastering linguistic knowledge of phonetics, vocabulary and grammar to decode the word symbols.	2.1. Provide key vocabulary and root word scaffolding using graphic organizers.	2.1. . ESOL Endorsed Classroom Teacher, ELL Contact	2.1. Classroom	2.1. CELLA
CELLA Goal #2: ELL students will achieve 50% proficiency in CELLA Reading	2012 Current Percent of Students Proficient in Reading:					
	9th: 0%[0] 10th:0%[0] 11th:0%[0] 12th:100%[1]					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3. Students scoring proficient in writing.</b>		2.1. Lack of vocabulary, ability to decipher text and background knowledge.	2.1. Develop reading skills through the practice of text complexity. Give language learners many opportunities to read and write in meaningful contexts, in their first and second languages. Integrate technology to support writing instruction and motivate students to use written language to communicate. Encourage students to develop literacy skills in their native language, then transfer these skills to learning	2.1.ESOL Endorsed Classroom teacher, ELL Contact	2.1.classroom assessments	2.1.CELLA
CELLA Goal #3: ELL Students will achieve 50% proficiency in Writing on CELLA	2012 Current Percent of Students Proficient in Writing :					
	9th: 0%[0] 10th: 100%[1] 11th: 0%[0] 12th: 0%[0].					



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			English.			
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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

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

*End of CELLA Goals*

June 2012

Rule 6A-1.099811

Revised April 29, 2011

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

**Elementary School Mathematics Goals**

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

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

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**Elementary School Mathematics Goals**

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

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

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

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

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

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.</b>			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
<b>Mathematics Goal #4A:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
<b>4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.</b>			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
<b>Mathematics Goal #4B:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>					
			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
<b>5A. In six years school will reduce their achievement gap by 50%.</b> <b>Mathematics Goal #5A:</b> <i>Enter narrative for the goal in this box.</i>	<b>Baseline data 2010-2011</b>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.</b> <b>Mathematics Goal #5B:</b> <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b> <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<b>2013 Expected Level of Performance:*</b> <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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



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

*End of Elementary School Mathematics Goals*

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

**Middle School Mathematics Goals**

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

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

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

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

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

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

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

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

*End of Middle School Mathematics Goals*





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**Florida Alternate Assessment High School Mathematics Goals**

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

<b>High School Mathematics Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>							
Mathematics Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>							
Mathematics Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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<b>3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>							
Mathematics Goal #3:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.</b>							
Mathematics Goal #4:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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*End of Florida Alternate Assessment High School Mathematics Goals*

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**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 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in Algebra.</b>			1.1. Attendance	1.1. Attendance Waiver/Tardy Policy	1.1. Teachers/Administration	1.1. Analyze last year's attendance as compared to test scores vs. this year's attendance and test scores.	1.1. Attendance reports. LBAs Benchmark mini-assessments
<u>Algebra Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the number of students scoring at a Level 3 in Algebra by 10%.	53.11%	63%					
			1.2. Teachers new to EHS or new to teaching Algebra	1.2. Provide support and professional development in effective teaching strategies	1.2. Department Chair, Assistant Principal	1.2. Teacher observation	1.2. TEAM
			1.3. Students who have not passed Algebra EOC taking Geometry	1.3. Provide remediation via Penda, Plato, Pearson, etc.	1.3. Teachers	1.3. Assess use of Penda/Plato/Pearson as compared to EOC score	1.3. EOC LBAs Benchmark mini-assessments
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.</b>			2.1. Attendance	2.1. Attendance Waiver/Tardy Policy	2.1. Teachers	2.1. Analyze last year's attendance as compared to test scores vs. this year's attendance and test scores	2.1. esembler
<u>Algebra Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the number of students scoring at a Level 4 or 5 in Algebra by 6.2%	13.78% 47/341	20%					
			2.2. Teachers new to EHS or	2.2. Provide support and	2.2. Department Chair, Assistant	2.2. teacher observation	2.2. TEAM

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		new to teaching Algebra	professional development in effective teaching strategies	Principal		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target		<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b> <b>2016-2017</b>
<b>3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>  <u>27%</u>	<b>33%</b>	<b>39%</b>	<b>45%</b>	<b>51%</b>	<b>57%</b> <b>64%</b>
<u>Algebra Goal #3A:</u> Based on the current level of performance of 53%, we expect students to make or exceed AMO targets.						
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.</b>		3B.1. White: lack of motivation toward standardized testing Black: relevance Hispanic: language barriers and family distractions Asian: NA American Indian: NA	3B.1. differentiated instruction to meet individual needs of students Implementing valuable tools to help reach diverse students	3B.1. administration Potential specialist CELLA administrator	3B.1. Administration will observe classes on a consistent basis to monitor implementation Potential Specialist and CELLA administrator will monitor ELL and lower 25%	3B.1. teacher assessments, classroom walkthroughs, Edusoft assessments
<u>Algebra Goal #3B:</u> Decrease the number of students NOT making satisfactory progress in Algebra by 6%	<u>2012 Current Level of Performance:*</u> White: 38% Black: 71% Hispanic: 51% Asian: NA American Indian: NA	<u>2013 Expected Level of Performance:*</u> White:32% Black:65% Hispanic:45% Asian:NA American Indian:NA				
		3B.2. Teachers new to EHS or new to teaching Algebra	3B.2. Provide support and professional development in effective teaching strategies	3B.2. Department Chair, Assistant Principal	3B.2.teacher observation	3B.2.TEAM
		3B.3	3B.3	3B.3	3B.3 Pull Plato usage reports and	3B.3 Plato reports

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		Students who have not passed Algebra EOC taking Geometry	Provide remediation via Penda, Plato, Pearson, etc.	Teachers	compare to EOC scores	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3C. English Language Learners (ELL) not making satisfactory progress in Algebra.</b>		3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Algebra Goal #3C: NA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	NA	NA				
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.</b>		3D.1. Classroom focus and relevance	3D.1. Utilize Cooperative consult teachers to assist mainstream teachers in implementing IEP's	3D.1. Teachers and Cooperative consults.	3D.1. Cooperative consults will maintain documentation of interventions and student progress	3D.1.grades, teacher reflection
Algebra Goal #3D: Decrease the number of students with disabilities NOT making satisfactory progress in Algebra by 6%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	70%	64%				
		3D.2. Teachers new to EHS or new to teaching Algebra	3D.2. Provide support and professional development	3D.2. Department Chair, Assistant Principal	3D.2.teacher observation	3D.2.TEAM

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			3D.3 Students who have not passed Algebra EOC taking Geometry	3D.3 Provide remediation via Penda, Plato, Pearson, etc.	3D.3 Teachers	3D.3 Pull Plato usage reports and compare to EOC scores	3D.3 Plato reports
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>3E. Economically Disadvantaged students not making satisfactory progress in Algebra.</b>		3E.1. Attendance	3E.1. Attendance Waiver/Tardy Policy	3E.1. Teachers/Administration	3E.1. Compare last year's attendance rate and scores with this year's attendance rate and scores.	3E.1. esempler	
<u>Algebra Goal #3E:</u> Decrease the number of economically disadvantaged students NOT making satisfactory progress in Algebra by 6%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	59%	53%					
			3E.2.	3E.2	3E.2.	3E.2.	3E.2.
		3E.3	3E.3	3E.3	3E.3	3E.3	

*End of Algebra 1 EOC Goals*

**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
<b>1. Students scoring at Achievement Level 3 in Geometry.</b>			1.1. Attendance	1.1. Attendance Waiver/Tardy Policy	1.1. Teachers/Administration	1.1. Compare last year's attendance rate and scores with this year's attendance rate and scores.	1.1. esembler
<u>Geometry Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the number of students at achievement level 3 in Geometry by 10%.	37.74% (117/310)	48%					
			1.2. Rigor in the classroom	1.2. Implement math practice standards for College and Career Readiness	1.2. Department Chair/Administration	1.2. Observation of teacher	1.2. TEAM
			1.3. Students who have not passed Geometry	1.3. Provide remediation via Penda, Plato, Pearson, etc.	1.3. Teachers	1.3. Assess use of Penda/Plato/Pearson as compared to EOC score	1.3. EOC
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</b>			2.1. Students unprepared for advanced performance	2.1. Provide support through AVID	2.1. Teachers/Shelton	2.1. Analyze Avid student scores compared to typical student scores.	2.1. EOC
<u>Geometry Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Increase the number of students at achievement level 4 or 5 in Geometry by 6%	37.42% (116/310)	44%					
			2.2. Rigor in the classroom	2.2. Implement math practice	2.2. Department	2.2. Observation of teacher	2.2. TEAM



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			standards for College and Career Readiness	Chair/Administration		
		2.3. Students who have not passed Geometry	2.3. Provide remediation via Penda, Plato, Pearson, etc.	2.3. Teachers	2.3. Assess use of Penda/Plato/Pearson as compared to EOC score	2.3. EOC
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
<b>3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>					
<u>Geometry Goal #3A:</u> <i>Enter narrative for the goal in this box.</i>						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</b>		3B.1. White: lack of motivation toward standardized testing Black: relevance Hispanic: language barriers and family distractions Asian: NA American Indian: NA	3B.1 differentiated instruction to meet individual needs of students Implementing valuable tools to help reach diverse students	3B.1. administration Potential specialist CELLA administrator	3B.1. Administration will observe classes on a consistent basis to monitor implementation Potential Specialist and CELLA administrator will monitor ELL and lower 25%	3B.1 teacher assessments, classroom walkthroughs, Edusoft assessments
<u>Geometry Goal #3B:</u> Decrease the number of students in each category NOT making satisfactory progress in Geometry by 6%.	<u>2012 Current Level of Performance:*</u> White: 17.68% (35/198) Black: 48.15%(26/54) Hispanic: 31.11%(14/45) Asian: NA American Indian: NA	<u>2013 Expected Level of Performance:*</u> White:11.7% Black: 42% Hispanic:25% Asian:NA American Indian:NA				

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		3B.2. Rigor in the classroom	3B.2. Implement math practice standards for College and Career Readiness	3B.2. Department Chair/Administration	3B.2. Observation of teacher	3B.2. TEAM
		3B.3. Students who have not passed Geometry	3B.3. Provide remediation via Penda, Plato, Pearson, etc.	3B.3. Teachers	3B.3. Assess use of Penda/Plato/Pearson as compared to EOC score	3B.3. EOC
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3C. English Language Learners (ELL) not making satisfactory progress in Geometry.</b>		3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
<u>Geometry Goal #3C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
NA	NA	NA				
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.</b>		3D.1. Classroom focus and relevance	3D.1. Utilize Cooperative consult teachers to assist mainstream teachers in implementing IEP's	3D.1. Teachers and Cooperative consults.	3D.1. Cooperative consults will maintain documentation of interventions and student progress	3D.1. grades, teacher reflection
<u>Geometry Goal #3D:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
To decrease the number of students with disabilities NOT making satisfactory progress in Geometry by 6%.	48.94% (23/47)	43%				

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			3D.2.	3D.2.	3D.2.	3D.2.	
			3D.3.	3D.3.	3D.3.	3D.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3E. Economically Disadvantaged students not making satisfactory progress in Geometry.</b>			3E.1. Attendance	3E.1. Attendance Waiver/Tardy Policy	3E.1. Teachers/Administration	3E.1. Analyze last year's attendance as compared to test scores vs. this year's attendance and test scores.	3E.1. esembler
<u>Geometry Goal #3E:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Decrease the number of economically disadvantaged students NOT making satisfactory progress in Geometry by 6%.	32.68%(50/153)	26.7%					
			3E.2.	3E.2	3E.2.	3E.2.	3E.2.
			3E.3	3E.3	3E.3	3E.3	3E.3

*End of Geometry EOC Goals*

**Mathematics Professional Development**

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

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

*End of Mathematics Goals*

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**Elementary and Middle School Science Goals**

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

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

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

*End of Elementary and Middle School Science Goals*

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**Florida Alternate Assessment High School Science Goals**

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

High School Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b>							1.1.
Science Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>							
Science Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

*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)*

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

<b>Biology 1 EOC Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in Biology 1.</b>			1.1. Student’s inability to perform beneficial note taking and studying strategies.	1.1. Classroom science teachers will demonstrate and allow students to practice various note taking and studying strategies.	1.1. Science teachers	1.1. Student interactive notebooks, monitoring of student notebooks and application of pre and post tests.	1.1. Formal and informal assessments
Biology 1 Goal #1: To increase the percentage of students scoring 3 on the Biology EOC by 10%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Lack of Prior Knowledge	Focus Calendars based on baseline data, mid -year data and LBA mini assessments.  FCIM in the biology classes.  PENDA Learning Modules  PLATO Tutorials – Florida EOC Biology Learning Path  FCAT Explorer		Classroom Walkthroughs, Lesson Plans  Action Research/PLC/ data collaboration meetings.	Edusoft Baseline and Midyear data--LBA mini assessments  Biology EOC
	49%	59%	1.2. Early testing date— November 28—in a block this is 9 weeks before course ends.	1.2. Create a plan that includes Florida DOE website, Penda and Plato that addresses benchmarks not covered by teacher due to early testing.	1.2. Teachers and administration	1.2. Lesson plans, Plato and Penda reports showing participation	1.2. Formal and informal assessments  Edusoft mini assessments Biology EOC
			1.3. Lack of motivation	1.3. Teachers will use various teaching techniques that will help students connect the things they learn in school with their lives outside of school. Teachers will also utilize strategies and materials that allow students to engage in more hands on	1.3. Science teachers	1.3. Teacher observations, student participation, student engagement, etc.  Classroom Walkthroughs, Lesson Plans  Teachers will chart student progress on	1.3. Formal and informal assessments



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

			activities (ex. Labs).  Utilize differentiated instruction, centers and collaborative grouping, computer assisted instruction (PLATO & PENDA), FCIM calendars that target focus lessons through the use of bell ringers, reading and writing in the science classroom, hands-on activities, and explicit vocabulary instruction.		PLATO and PENDA Then, that data will be analyzed regularly by the teacher and monthly during science department meetings	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.</b>		2.1. Early testing date— November 28—in a block this is 9 weeks before course ends.	2.1. Create a plan that includes Florida DOE website, Penda and Plato that addresses benchmarks not covered by teacher due to early testing.	2.1. Teachers and administration	2.1. Lesson plans, Plato and Penda reports showing participation	2.1. Formal and informal assessments  Edusoft mini assessments Biology EOC
Biology 1 Goal #2:  To increase the percentage of students scoring 4 or above on the Biology EOC by 10%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
	13% (22)	23% (38)				
			2.2. Lack of motivation and relevance	2.2. Challenge students who are proficient in Biology to enroll in additional upper level science courses	2.2. Teachers, Guidance and administration	2.2. eSembler lesson plans Student schedules
		2.3.	2.3.	2.3.	2.3.	2.3.

*End of Biology 1 EOC Goals*

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**Science Professional Development**

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

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

*End of 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
<b>1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b>			1a.1.	1a.1. Establish a positive atmosphere for reading, writing, and learning with defined writing expectations in all curriculum.	1a.1. Assistant Principal in charge of Curriculum and Department Heads	1a.1. TEAM Weekly meetings. Department monthly meetings. Lesson Plans	1a.1. Department Heads will collect essays and discuss at Department Head Monthly Meeting
<u>Writing Goal #1a:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>	Students uncomfortable or unfamiliar with various writing styles and are reluctant to expose themselves to criticism, as a result they remain stagnant	Monthly Focus Calendar and, provided the funds are available, MyAccess exercises for the students in all courses.  FCIM  Writing across the content areas daily. A writing plan will be instituted in November using MyAccess as a basis. Training will be offered in November and all teachers will be asked to participate.	All teachers through their content area (reading) and writing.		Edusoft Data  FCAT Writes Data My Access
ALL students will be able to draft, revise, and publish work that incorporates good syntactical usage and addresses both the intent of the author and the needs of the audience.	79% Overall (Last year a 3 was passing)	80% achieve Level 4 or higher					
			1a.2..Motivation: students are aware that FCAT Writing does NOT count towards graduation and have developed a less than stellar attitudes toward writing and, a common standard for what is/is not considered an essay has not been enforces cross-curricular	1a.2. In order to overcome the lack of motivation, we must INSPIRE students be demonstrating the importance of good writing to their futures. That means listening to and analyzing their music, movies, what have you; going for a walk; demonstrating the relevance of their studies to their life both now and in the future. Work with students to connect what they are doing in the classroom with real life scenarios	1a.2. Assistant Principal of Curriculum and Department Heads.	1a.2. Walk through, Writing Portfolios, and Socratic Seminars	1a.2.Writing portfolios
			1a.3.Unfamiliarity with “writing” using technology.	1a.3.Since most classrooms only have 2 or 3 computers this task is very difficult to overcome. We will institute round-robin	1a.3.Classroom teachers	1a.3.Walk thru	1a.3.Student familiarity with computer usage when FCAT is given. Published projects

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

			exercises in the classrooms allowing all students to practice			
<b>1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b>						
Writing Goal #1b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
			1b.3.	1b.3.	1b.3.	1b.3.

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

**Writing Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
AVID	9-12 All	Shelton	PLC and school-wide	Daily/monthly meetings	Notebooks and minutes	Mr. Clark
EduSoft	9-12 ALL	Testing Coordinator	Ongoing and school-wide	Monthly meetings	Data Reports and Deliberate Practice Plan	Administration and Testing Coordinator
PLC/Deliberate Practice Plan	9-12 ALL	Various	Ongoing and school-wide	Quarterly meetings – Administration Monthly meetings - Departmental	Data Reports and Meetings with appropriate Administrators and Department Heads	Administration and Department Heads
MyAccess	9-12 All	Snyder Colarossi	Ongoing and school-wide	Monthly	Data reports Student participation	Administration and department heads

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

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

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

*End of Writing Goals*

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

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

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

<b>Civics EOC Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in Civics.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
Civics Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
Civics Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

**Civics Professional Development**

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

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

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

*End of Civics Goals*

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



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

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

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in U.S. History.</b>			1.1. The current EOC schedule only allows students to take the EOC test in April. This reduces the Teaching time as well as creates a real problem for classes the end in January.	1.1. Teachers will need to adhere closely to the County prepared Blueprints and work diligently with the DBQ project. (4 per course)  PLATO	1.1.Social Studies Department Head and ALL American History teachers.	1.1.Close monitoring of both DBQ and practice exams	1.1.US History EOC
<u>U.S. History Goal #1:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
75% of Level 3 students will Pass the U.S. History EOC.	N?A	75%					
			1.2.	1.2.Study sessions will be planned for students who complete the course in January to include Plato resources.	1.2.	1.2.Administration monitoring of County Blueprints	1.2.
			1.3.	1.3.	1.3.	1.3.Review session attendance and participation	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</b>			2.1. Lack of advanced study skills and strategies for success	2.1.Introduce, demonstrate and allow students to practice various study skills and strategies: Interactive Notebook, Socratic Seminar, Roundtable discussions, Cornell Notes SQ4R,.	2.1 Department Head and ALL U.S. History teachers.	2.1.Monitoring of student notebooks	2.1.U.S. History EOC
<u>U.S. History Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
85% of all Level 4 and 5 will pass the US History EOC	N/A	85%					
			2.2.	2.2. Attendance	2.2.	2.2.Use of pre and post unit tests	2.2.

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

		2.3	2.3 Extra Credit and Grade forgiveness procedures	2.3	2.3 Attendance records	2.3
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**U.S. History Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Edusoft	11 US Hist.	ILS	11 <sup>th</sup> grade US Hist. teachers	Every test	1x per month	US History Teachers & Dept Hd
DBQ Project	“ “	District Pers.	“ “ “ “	At least 2x/course	DBQ logs	Asst. Prin./Dept. Head
Lesson Studies	“” “”	Dept. Chair	ALL US Hist. teachers	Once a month/Dep Mtg	Share ideas and strategies	Dept Chair/A.P./Teachers

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

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

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

Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

*End of U.S. History Goals*

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**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]).

<b>ATTENDANCE GOAL(S)</b>			<b>Problem-solving Process to Increase Attendance</b>				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Attendance</b>			1.1. Student and parent apathy for the necessity for student to be in school each day and each period.	1.1. A SAC developed and approved school waiver to attendance policy that promotes responsibility and encourages students to come to school each day.  School Messenger programmed to call parents when a student is absent or tardy.  Parent contacts made by teacher when a student is absent 3 days.  Parents and student contacts made by administrators.	1.1. School administrators for each grade level.	1.1. Attendance data will be reviewed monthly and reflect improvements.	1.1. AS 400 Attendance data reports and FIDO generated reports reviewed by administrators.
<b>Attendance Goal #1:</b>							
To increase student attendance by creating a single culture school where uniform policies are in place that will encourage and motivate students to be in school each day and each period.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	88.18%	89.95%					
	2012 Current Number of Students with Excessive Absences (20 or more)	2013 Expected Number of Students with Excessive Absences (20 or more)					
	27.59%	23.45%					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
285	242						

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**Attendance Professional Development**

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

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

*End of Attendance Goals*

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

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

**Suspension Goal(s)**

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Suspension</b>			1.1. Freshmen not acclimated to high school expectations.	1.1 . Grade level assemblies to take a proactive approach. Freshmen will receive a more in-depth opportunity for discussion and understanding of expectations, policies, and procedures. Additionally, EHS has a Positive Behavior System (PBS) established and on-going.	1.1. Administration, PBS Coordinator	1.1. Monitor student behavior, teacher feedback, and discipline data.	1.1. Discipline Referral Data
<b>Suspension Goal #1:</b>	<b>2012 Total Number of In-School Suspensions</b>	<b>2013 Expected Number of In-School Suspensions</b>					
Reduce the number of total Out-of-School Suspensions 5% and reduce the number of students receiving Out-of-School Suspension 10%. Being that 163 of the 384 Suspensions were Freshmen, there will be added emphasis on the incoming group.	Eustis High School does not have an In-School Suspension Program.	Eustis High School does not have an In-School Suspension Program.					
	<b>2012 Total Number of Students Suspended In-School</b>	<b>2013 Expected Number of Students Suspended In-School</b>					
	Eustis High School does not have an In-School Suspension Program.	Eustis High School does not have an In-School Suspension Program.					
	<b>2012 Total Number of Out-of-School Suspensions</b>	<b>2013 Expected Number of Out-of-School Suspensions</b>					
	384	The Expectation for the number of Out-of-School Suspensions is a decrease by 5%.					
	<b>2012 Total Number of Students Suspended Out-of-School</b>	<b>2013 Expected Number of Students Suspended Out-of-School</b>					
	234	The Expectation for the number of Out-of-School Suspensions is a decrease by 10%.					
			1.3.	1.3.	1.3.	1.3.	1.3.

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**Suspension Professional Development**

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

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

*End of 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
<b>1. Dropout Prevention</b>			1.1. Students who lack sufficient credits to graduate on time.	1.1. C.A.T.S Program (Collaborative Academic Technology Support)--We will reduce our dropout rate by blending the use of E2020 (a computerized grade recovery program) and PLATO Learning (an Innovative personalized intervention and credit recovery program) through a self-paced computer instruction with teacher assistance with the flexibility and opportunities during and after school as well as on Saturday mornings.	1.1. Guidance E2020 Facilitator PLATO Administrator School Administration	1.1. Data collected on : Number of students participating in program Number of students completing the course they enrolled in Increased credits earned Increased GPA of students enrolled in program	1.1. Data Reports from E2020, PLATO and state.
<u>Dropout Prevention Goal #1:</u>	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	1.7	1.5					
Increase the Graduation Rate by 2% and lower the Dropout Rate from 1.7 to 1.5.  <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
	89.4%	91%					
			1.2. Grades that will make it mathematically impossible for a student to pass a class	1.2. Provide opportunities for those students to engage in a Grade Recovery Program.	1.2. Teachers of those students and personnel associated with the Grade Recovery Program.	1.2. Data collected on: Number of passing courses	1.2. Data reports on AS400 and eSembler
			1.3. Lack of monitoring of students at risk of graduating	1.3. Potential Specialist position who job is to monitor students who are failing their classes  Guidance Counselors following their cohorts so students can be trailed year to year to reduced the number of students who are at risk of graduating.	1.3. Potential specialist  Guidance Counselor  Administration	1.3. Number of students passing classes  Potential specialist student logs  Guidance counselors' credit checks meetings with parents and students.	1.3. AS400 data-graduation rate, grades

### 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

June 2012

Rule 6A-1.099811

Revised April 29, 2011



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

*End of 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
<b>1. Parent Involvement</b> <b>Parent Involvement Goal #1:</b> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>			1.1. Communication of materials	1.1. Update and maintain current the school's Web page.  Provide links on school web site to important information.  To create a time and place where parents feel welcome and comfortable discussing key issues.	1.1. Guidance Department, faculty and Administration	1.1. Number of "hits" on Web Site.  Number of visits to school activities.  Number of parent conference with guidance.	1.1. Exit Surveys from Parent/Student workshops
To provide parents and students will informational skills required in all subjects in order to increase: grades, attendance, self-esteem, social competence, and decrease number of suspensions, drug and alcohol abuse, and misbehavior.	<u>2010 Current level of Parent Involvement:*</u>	<u>2011 Expected level of Parent Involvement:*</u>					
	10% (125)	12% (150)		Mailing Parent Newsletter  Posting information on the Electronic Message Board  Provide parents with a "gathering" place where they can hold meetings and gather resources to answer questions.			
			1.2.	1.2.	1.2.	1.2.	1.2.
			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

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**Revised April 29, 2011**

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

*End of 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				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
STEM Goal #1: Inform/educate teachers and students about STEM (What is it? Why is it important? How do we do it?)	1.1. Misconceptions: current lessons are no longer useable  STEM means teaching science, math, technology and engineering in all lessons all the time	1.1. PD for teachers Information to students	1.1. Science, Math and CTE department Chairs  Science, math and CTE(technology and engineering) teachers  Administration	1.1. Lesson plans  Number of students participating  Number of projects participation	1.1. Student participation/surveys  Quality and Quantity of projects  Administration walkthroughs
STEM Goal #2: Improve participation of teachers and students in STEM opportunities (ex: Intel Science Awards program, Exploravision)	Resistance to just another science fair project	Use as a class research project, Monetary awards for ideas – Exploravision is basically an idea with explanation – literacy skills also used			
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

**STEM Professional Development**

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

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

*End of 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
<p><u>CTE Goal #1:</u> To expand the Engineering program.</p> <p><u>CTE Goal #2</u> to develop the Cyber security program</p> <p><u>CTE Goal #3</u> To increase number of students passing industry certification exam</p> <p><u>CTE Goal #4</u> To increase the number of teachers with NG-cater certifications</p>	1.1. Parents and students lack of information on new programs.	1.1. CTE showcase.	1.1. CTE Department Chair Administration	1.1. Parent and Student Attendance Parent and student surveys	1.1. Student enrollment into new programs. Teacher industry certification exam
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

**CTE Professional Development**

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

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

*End of CTE Goal(s)*



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**Additional Goal(s)**

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

ADDITIONAL GOAL(S)			Anti-Bullying Program (Required by Lake County School Board)				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Additional Goal</b> <u>Additional Goal #1:</u>			1.1 Poor academic and social skills of some students leading to inappropriate actions and subsequent repeated infractions of student code of conduct.	1.1 All level 3 & Level 4 Infractions : All suspensions will be for 10 out-of school days to seek parent conference to ensure fidelity and the safety and academic achievement of students.  Disseminating anti-bullying materials during Advisory .  Creating a Student Ambassador Program.	1.1. Administration	1.1. Discipline data will be reviewed monthly.  Student surveys.	1.1. Discipline data reports  Classroom Walkthroughs  Observations  Monitoring of problem areas.
Establish and maintain a school culture both safe and fundamentally appropriate to enhance student achievement.	<u>2011 Current Level :*</u> 369 referrals for disrespect	<u>2012 Expected Level :*</u> 269 referrals for disrespect					

ADDITIONAL GOAL(S)			Instructional Goal (Required by Lake County School Board)				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Additional Goal</b> <u>Additional Goal #2:</u>			1.1 Clearly defining technology allowed and restricting use for education purposes only	1.1 Technology equipment will be expanded for student use through the "Bring Your Own Technology" program for Eustis High School	1.1. Administration Lead Technology Contact and Teachers	1.1. Number of Acceptable Use Policy forms completed and teacher monitoring Student surveys.	1.1. Teacher evaluation of program and student performance on computer based tests.
Bring Your Own Technology  Establish and maintain a school academic culture that enables student to use technology	<u>2011 Current Level :*</u> NA	<u>2012 Expected Level :*</u> 25-30% of student body					

ADDITIONAL GOAL(S)			Safety Goal (Required by Lake County School Board)				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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<b>1. Additional Goal</b>		2011 Current Level :*	2012 Expected Level :*	1.1	1.1	1.1.	1.1.	1.1.
<b>Additional Goal #3: Safety</b>				1.1	1.1	1.1.	1.1.	1.1.
Due to the configuration of the campus, a goal has been set to increase the number of security cameras on campus and repair broken security cameras to help prevent incidents that may occur in campus "blind spots".		NA	NA	Securing the financial resources to obtain additional cameras.	Consult Safe Schools and research other financial resources to obtain security cameras by presenting the effective usage of video to maintain a safe environment.	Safety Administrator	Number of cameras obtain compared to number of cameras currently in use.	Track the number of incident reports and their locations.
Revise the evacuation plan to increase student safety and decrease the amount of time it takes to evacuate during drills.				Level of precision during implementation.	Safety Committee to revise based on building and campus layout.	Safety Administrator and Committee	Monthly evacuation drills reports.	The timing of all drills.

**Additional Goals Professional Development**

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

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

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

*End of 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.	
<b>Reading Budget</b>	<b>Total:</b>
<b>CELLA Budget</b>	<b>Total:</b>
<b>Mathematics Budget</b>	<b>Total:</b>
<b>Science Budget</b>	<b>Total:</b>
<b>Writing Budget</b>	<b>Total:</b>
<b>Civics Budget</b>	<b>Total:</b>
<b>U.S. History Budget</b>	<b>Total:</b>
<b>Attendance Budget</b>	<b>Total:</b>
<b>Suspension Budget</b>	<b>Total:</b>
<b>Dropout Prevention Budget</b>	<b>Total:</b>
<b>Parent Involvement Budget</b>	<b>Total:</b>
<b>STEM Budget</b>	<b>Total:</b>
<b>CTE Budget</b>	<b>Total:</b>
<b>Additional Goals</b>	<b>Total:</b>
	<b>Total:</b>
	<b>Total:</b>
	<b>Grand Total:</b>

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

### Differentiated Accountability

#### School-level Differentiated Accountability (DA) Compliance

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

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

- 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.

The School Advisory Council (SAC) has an important function for the success of Eustis High School. Listed below are some of the functions of the SAC.

1. Review the results of any needs assessments conducted by the School administration
2. Assist in the development of the school improvement plan and provide recommendations on specific components of the plan, such as the goals of the School, indicators of School and student progress and strategies and evaluation procedures to measure student performance.
3. Define adequate progress for each School goal; obtain public input when defining adequate progress for School goals; negotiate the definition of adequate progress for school goals; and notify and request assistance from the School Board when the School fails to make adequate progress in any single goal area.

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4. Monitor students; progress in attaining goals and evaluate the appropriateness of the indicators of student progress and strategies and evaluation procedures which are selected to measure student performance.
5. Prepare and distribute information to the public to report the status of implementing the school improvement plan, the performance of students and educational programs, and progress in accomplishing the School goals.
6. Make recommendations on the accumulation and reporting of data that is beneficial to parents.
7. Serve as a resource for the Principal and advise the principal in matters pertaining to the school improvement plans.
8. Provide input on the School's annual budget and the use of school improvement funds.
9. Make recommendations on the waiver of Florida Statutes or State Board of Education Rules which will allow School personnel to establish innovative educational practices and methods
10. Inquire about School matters, identify problems, propose solutions to problems, suggest changes, and inform the community about the School.
11. Act as liaison between the School and the community.
12. Assist in the preparation of the feedback report to the Florida Commission on Education Reform and Accountability as required by and pursuant to Section 230.23(18)(g), Florida Statutes.
13. Identify other duties and functions of the Council
14. Reach out to community to obtain more partners
15. Assist the school to create and analyze school climate surveys for parents and students

Describe the projected use of SAC funds.	Amount