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: Colonial High School	District Name: Orange County
Principal: Doug Loftus	Superintendent: Dr. Barbara Jenkins
SAC Chair: Maggie Smykla	Date of School Board Approval: Pending

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

High School Feedback Report

K-12 Comprehensive Research Based Reading Plan

Administrators

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

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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	Mr. Douglas Loftus	M.S. Educational Leadership School Principal	2	16	Principal Colonial High School 2011-2012 Colonial High School Grade Pending Learning Gains Reading 52% overall 46% Bottom quartile Math 55% overall 35% bottom quartile 2009-2010 Corner Lake Middle School Grade A/86% AYP 2008-2009 Corner Lake Middle School Grade A/69% AYP 2007-2008 Corner Lake Middle School Grade A/85% AYP 2006-2007 Corner Lake Middle School Grade A/92% AYP
Assistant Principal	Mr. Darrell Canamas	M. Ed. Educational Leadership Ed. Leadership K-12 Eng. Lang. Arts Ed. 6-12	0	3	Assistant Principal Colonial High School 2011-2012 Conway Middle School- Pending 2010-2011 Conway Middle School A/74%AYP 2009-2010 Conway Middle School A/69%AYP 2008-2009 Colonial High School Grade C/67%AYP 2007-2008 Colonial High School Grade C/59% AYP 2006-2007 Colonial High School Grade C/59% AYP
Assistant Principal	Mrs. Melanie May	Ed. S. Educational Leadership-Florida M. Ed. Educational Leadership-UCF B. A. Liberal Arts-Purdue School Principal Educational Leadership Elem Ed (1-6) SLD (K-12)	0	13	2011-2012 North Learning Community Area Administrator 2010-2011 University High School A 2009-2010 University High School B 2008-2009 University High School B 2010-2011 Increased writing performance of SWD by 6 pts. Increased SWD grad rate by 5 percent Increased economically disadvantaged by 2 percent Increased grad rate ELL by 10 percent 2009-2010 Increased writing SWD by 13 percent Increased SWD grad rate by 6 percent Increased ELL writing by 12 percent Increased ELL grad rate by 10 percent

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Assistant Principal	Mr. Michael Showalter	M. Ed in Educational Leadership Certifications: Social Science 6-12; Educational Leadership	2	8	Assistant Principal Colonial High School 2011-2012 Colonial High School Grade Pending Learning Gains Reading 52% overall 46% Bottom quartile Math 55% overall 35% bottom quartile 2010-2011 Oak Ridge High School Grade C/69% AYP 2009-2010 Oak Ridge High School Grade D/56% AYP 2008-2009 Cypress Creek High School Grade B/77% AYP 2007-2008 Cypress Creek High School Grade D/59% AYP 2006-2007 Cypress Creek High School Grade D/64% AYP
Assistant Principal	Mr. Jairo Rosales	**M.Ed in Science** and Mathematics Certifications: Math and Physics **Educational Leadership**	2	12	Assistant Principal Colonial High School 2011-2012 Colonial High School Grade Pending Learning Gains Reading 52% overall 46% Bottom quartile Math 55% overall 35% bottom quartile 2010-2011 Colonial High School Grade B/60% AYP 2009-2010 Colonial High School Grade B/85% AYP 2008-2009 Jones High School Grade D/90% AYP 2007-2008 Jones High School Grade D/69% AYP 2006-2007 Jones High School Grade D/72% AYP
Assistant Principal	Mr. Marc Wasko	Ed.S. in Educational Leadership Certifications: Educational Leadership Middle Grades Integrated Curriculum(5-9) Physical Education 9K-12) Reading Endorsement	7.5	0	Assistant Principal Colonial High School 2011-2012 Colonial High School Grade Pending Learning Gains Reading 52% overall 46% Bottom quartile Math 55% overall 35% bottom quartile 2010-2011 Colonial High School Grade B/60% AYP 2009-2010 Colonial High School Grade B/60%AYP 2008-2009 Colonial High School Grade C/67%AYP 2007-2008 Colonial High School Grade C/59% AYP 2006-2007 Colonial High School Grade C/59% AYP

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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Grad Prep and Avid Elective	Davin Monroe	BA International Relations Social Science 6-12 Pre k-3 Middle Grades Integrated Curriculum P.E. k-12	5	0	School Grades: 2008 C 2009 C 2010 B 2011 B 2012 TBA
Graduation Coach 10th Grade	Ida Rivera	Middle Grades Math	5	0	School Grades: B
Math Coach	Leonard Opheim	Mathematics Education/Grades 6-12	7	0	32% Math Standard; 47% Learning Gain;58% Lowest 25%; School Score 427
Reading Coach Freshman Campus	Jennifer Fugate	Masters Educational Leadership Elementary Education Reading Endorsed ESOL Endorsed	1.5	0	School grades prior: B
LRS/Instructional Coach-Main Campus	Melissa Witham	Language Arts Ed Leadership	13	7	FCAT SCORES 2010-2011=B 433 2009-2010=B 456 2008-2009= C 458 2007-2008= C 449 2006-2007= C 442
LRS/Freshman Campus	Maria Torres	BA-Secondary English Arts MA-ESL-English as a Second language	0	0	2010-2011=A 2009-2010=A 2008-2009=A

					2007-2008=A 2006-2007=A
Reading Coach Main Campus	Tonja Doering	B.A. Communication Disorders M.A. Varying Exceptionalities Middle Grades Integrated Curriculum 5-9 Varying Exceptionalities K-12 Reading Endorsement (ESOL Endorsement Finished, just have to add on)	0	0	2010-2011=A 2009-2010=A 2008-2009=A 2007-2008=A 2006-2007=A
FMP Coordinator	LaRita Dariso	ESE; Elementary ED, Health	0	0	

Effective and 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
Assisting teachers in contacting parents weekly to provide them with updated grades, attendance and behavior records. Give support and guidance to mathematic teachers. Observe math classes and give teachers immediate feedback on. Discuss math content and pedagogical issue related to materials. Oversee math PLC working with collaborative groups to assess students' scores and improve teaching content	Ida Rivera/Leonard Opheim	weekly
FAIR testing and collection of test data. Meet with Reading teachers regarding rotations/block schedule. Meet with Reading teachers regarding rotations/block schedule. Level Reading classes and ensure proper student placement into reading class. Support Reading teachers and core class teachers with curriculum and resources for Reading.	Jennifer Fugate/Tonja Doering	Ongoing

Instructional support and offering strategies with testing, conducting small group pull-outs. Behavioral Modifications/Interventions. Behavioral Modifications/Interventions.	LaRita Dariso	Ongoing
Organize Staff Development to assist with best practices in Teaching. Classroom Observations and Feedback Individual meetings assisting with individual needs and strategies. Plan and train Teachers during PLC's on programs such as Progressbook, Progress Monitoring, EDUSOFT, IMS, SMS systems.	Melissa Witham	Ongoing
Give support and guidance to all Teachers/Staff in terms of Certification, in service points, trainings. Plan and train Teachers during PLC's on programs such as Progressbook, Progress Monitoring, EDUSOFT, IMS, SMS systems. Give support and guidance to Teachers on pedagogical issues related to their content classes. Supply Teachers with Teaching resources for their classes to improve reading, writing, and math scores.	Maria Torres	Ongoing
Coordinate with teachers to assess student weaknesses, make up assignments, and tutoring needs. Arrange motivational activities to recognize student achievement. Multiple quarterly meetings with students and teachers to assess needs\express concerns	Davin Monroe	Weekly

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of 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
0	

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
175	17% (29)	27% (47)	39% (68)	17% (30)	45% (78)	100% (175)	12% (21)	3% (5)	17% (29)

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
Tonja Doering	Lauren Bartolomucci	Reading teacher with reading coach	Bi weekly group meeting and Individual Meetings regarding Instructional Strategies
Tonja Doering	Leigh Ann Jackson	Reading teacher with the reading coach	Bi weekly group meeting and Individual Meetings regarding Instructional Strategies

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Jennifer Fugate	Jamie Williams	Reading teacher with the reading coach	Bi weekly group meeting and Individual Meetings regarding Instructional Strategies
Damon Nieves	Pilar Hopper	Same content	Bi weekly group meeting and Individual Meetings regarding Instructional Strategies
Eddy Witham	Jennifer Devine	Can assist new teacher with classroom management	Bi weekly group meeting and Individual Meetings regarding Instructional Strategies
Aya Everett	Jenna Dickenson	Can assist new teacher with classroom management	Bi weekly group meeting and Individual Meetings regarding Instructional Strategies
Eddy Witham	Jeffrey Ramsey	Can assist new teacher with classroom management	Bi weekly group meeting and Individual Meetings regarding Instructional Strategies
Aya Everett	Mindy Wall	Can assist new teacher with classroom management	Bi weekly group meeting and Individual Meetings regarding Instructional Strategies
Tonja Doering	Sarah Peters	Reading teacher paired with reading coach	Bi weekly group meeting and Individual Meetings regarding Instructional Strategies
Eddy Witham	Fernado Vinas	Can assist new teacher with classroom management	Bi weekly group meeting and Individual Meetings regarding Instructional Strategies
Leonard Opheim	Mary Miller (sub Kozma)	Same Content	Bi weekly group meeting and Individual Meetings regarding Instructional Strategies
Damon Nieves	Antoinette Bazunu	Same Content	Bi weekly group meeting and Individual Meetings regarding Instructional Strategies
Tonja Doering	Leigh Jackson	Reading teacher with reading coach	Bi weekly group meeting and Individual Meetings regarding Instructional Strategies
Leonard Opheim	John Nelson	Same content	Bi weekly group meeting and Individual Meetings regarding Instructional Strategies
Aya Everett	Courtney Sanders	Can assist new teacher with classroom management	Bi weekly group meeting and Individual Meetings regarding Instructional Strategies

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Melissa Witham	Christopher Gaskins	LRS has Language arts background	Bi weekly group meeting and Individual Meetings regarding Instructional Strategies
Maria Davila	Cody Abicht	Same content	Bi weekly group meeting and Individual Meetings regarding Instructional Strategies
Maria Davila	Michael Davis	Same content	Bi weekly group meeting and Individual Meetings regarding Instructional Strategies
Eunice Santiago-Lugo	Jennifer Cooper	Experienced teacher at the school to assist new teacher	Bi weekly group meeting and Individual Meetings regarding Instructional Strategies
Eunice Santiago-Lugo	Jonitha Pugh	Experienced teacher at the school to assist new teacher	Bi weekly group meeting and Individual Meetings regarding Instructional Strategies
Maria Torres	Michael Redmond	LRS can give more time mentoring new teacher	Bi weekly group meeting and Individual Meetings regarding Instructional Strategies
Maria Torres	Brittany Billak	LRS can give more time mentoring new teacher	Bi weekly group meeting and Individual Meetings regarding Instructional Strategies

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A These funds were used to purchase one instructional support person and half a guidance counselor. Professional development for teachers is being provided from this fund for RTI, DI, Common Core standards based on curricular areas
Title I, Part C- Migrant N/A
Title I, Part D N/A
Title II Thinking Maps training with common core infused, RTI writing for ACT and PSAT
Title III
Title X- Homeless N/A
Supplemental Academic Instruction (SAI) The school purchase 3 reading teacher with SAI funds to help those struggling reading improve on the FCAT as well as Language Arts and Reading remediation, and tutoring
Violence Prevention Programs N/A
Nutrition Programs Colonial has free and reduced lunch and free breakfast for all students.
Housing Programs N/A
Head Start N/A
Adult Education N/A
Career and Technical Education Colonial has Intro to Tech classes, culinary classes, and early childhood development. Many of these CTE classes are housed on the school campus, so many of the students do not have to leave campus.
Job Training The ESE population at Colonial High School receives the opportunity to get job training that is provided through the school with other companies.

Other

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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.   Jon Babb, Ukarran Bhimsen, Emily Collins, Sam Crupi, Kelley Dohm, Jennifer Fugate, Jamilla Howard, Roberta Montijo, Kimberly Pawling, Juan Perez, Sarah Peters, Doug Loftus, Barbara Ptaszynski, Maria Torres, Melissa Weller, Melissa Witham
Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?   The MTSS meets weekly (and as needed) to discuss performance data as it pertains to student and subgroup performance.   Each assistant principal is responsible for a certain area/subgroup. They are supported by instructional coaches, LRS, CCT,   placement specialists, and curriculum leaders as needed.   The Progress Monitoring Tracking System will be used by whole faculty to document interventions and strategies in an effort   to improve student outcomes   Mentors will be provided to all bottom quartile 9th and 10th grade students in order to improve student outcomes through   the use of Progress Monitoring Tracking System.   PLC's and LSG's will work through the CIM process by course and use of PD 360 board   In collaboration with MTSS Leader and the Learning Resource Specialist, Differentiated Instruction training will be provided to all   teachers. There is open, on-going, and focused discussion with all school departments and organizations.
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 MTSS LT implements the FCIM model in its efforts to improve student learning. In addition, we follow the Deming's model of   Continuous improvement: Plan-Do-Check-Act (Define, Analyze, Implement, Evaluate).   The MTSS LT uses the problem solving process to improve student learning by assisting the classroom teachers and parents in   designing and implementing strategies for improving student academic and/or behavioral performance.
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.   IMS, EDW, Benchmark Data, IEP, referrals, Plasco system, FAA, FCAT, PERT, ACT, SAT
Describe the plan to train staff on MTSS.   Overview training is provided as well as staff development on RTI. New teacher mentoring program and our instructional coaches assist the teachers.
Describe the plan to support MTSS.   Monthly meetings with a common planning time.

Literacy Leadership Team (LLT)

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School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Doug Loftus, Marc Wasko, Darrell Canamas, Melanie May, Jairo Rosales, Mick Showalter, Melissa Witham, Jennifer Fugate, Tonja Doering, Maria Torres, Melissa Weller, Maria Davila, Deborah Mullins, Damon Nieves
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). At Colonial High School, everyone has an important role in promoting the four elements of literacy, fluency, vocabulary, comprehension and writing through Differentiated Instruction and Response to Intervention. Administrators: 1.   Utilize data to drive focus for literacy improvement. 2.   Communicate clear expectations and provide feedback with data; i.e., FAIR, Edusoft Benchmark and FCAT scores. 3.   Provide research-based resources and professional development. 4.   Support all students and teachers with respect to all reading programs. 5.   Visit classrooms on a daily basis and monitor fidelity to literacy plan. 6.   Utilize the Iobservations "Look Fors" when visiting classrooms 7.   Model effective literacy behaviors and recognize teachers who promote the five elements of literacy. 8.   Celebrate successes related to the implementation of exemplary literacy practices and student achievement. 9.   Professional Development for AVID, Reading Strategies, MTSS and DI Model.   Reading Coach/Curriculum Leaders/LRS 1.   Provide research-based resources and professional development. 2.   Communicate resources available to all content areas to support effective literacy instruction. 3.   Daily visits to classrooms and monitor fidelity to literacy plan. 4.   Monitor, visit all reading classes and implement reading strategies as deemed appropriate 5.   Provide feedback on instruction for professional learning in a safe environment   (Instructional Coaches, L.R.S, Staffing Specialists, Testing Coordinator, ESOL- CCT and Tech Coordinator only) 6.   Teach, model, and practice literacy strategies for teachers. 7.   Celebrate successes related to the implementation of exemplary literacy practices and   student achievement. Media Center: 1.   Share relevant/purposeful academic resources and websites. 2.   Communicate resources available to all content areas to support effective literacy instruction. 3.   Select and promote reading materials appropriate for school community. 4.   Facilitate student and staff access to quality reading materials 5.   Solicit community involvement related to reading such as Career Fair. 6.   Media center is not a testing center

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Reading and Language Arts Teachers:
1. Help students make personal connections to fiction, non-fiction, and informational texts.
2. Help students develop oral communication skills.
3. Practice Differentiated Instruction to enhance students reading, listening, speaking, reasoning and writing skills.
4. Incorporate sound research-based vocabulary instruction, including direct instruction and Differentiated Instruction of word parts – roots, prefixes, suffixes
5. Serve as a resource to all teachers for reading and writing instruction
6. Provide opportunities for instruction in writing skills
7. Deliver instruction in Differentiated contexts
8. Assign materials and books with high interest.
9. Students will read books and use a literacy log.
10. Encourage students to write in all classes. Use writing sentences to explain how the concept was solved. Write down and look up definitions and terms, and students doing mini-compositions during bell work. Cornell notes will be used to cover the major concepts in each class.
11. Individual reading time provided and enforced each day in increasing achievement.
12. Visit media center for reading enjoyment.
    Mathematics Teachers:
1. Communicate real world applications of math skills.
2. Help students make predictions about data sets based on graphs.
3. Provide sound research based vocabulary instruction by helping students identify word parts (roots, prefixes, suffixes), patterns of common math terms.
4. Practice Differentiated Instruction to enhance students reading, listening, speaking, writing and reasoning skills.
5. Encourage students to write in all classes. Use writing sentences to explain how the concept was solved. Write down and look up definitions and terms, and students doing mini-compositions during bell work. Cornell notes will be used to cover the major concepts in each class.
6. Implement D.I. in all classes
    Social Studies Teachers:
1. Plan for cross-curricular units of study.
2. Help students make connections between their culture and others, both past and present.
3. Help students comprehend and draw conclusions from thinking maps, charts, and graphs, and connect them to supporting text.
4. Utilize Differentiated Instruction to enhance student reading, listening, speaking, reasoning and writing skills.
5. Encourage students to write in all Social Studies classes, including the use of Cornell note taking and other AVID writing strategies.
6. Implement D.I. in all classes.
7. Re-enforce informational text material to all students in Social Studies.
8. Implement DBQ's and FRQ's in all Social Studies classes.
9. Encourage students to write in all classes. Use writing sentences to explain how the concept was solved. Write down and look up definitions and terms, and students doing mini-compositions during bell work. Cornell notes will be used to cover the major concepts in each class.

Science Teachers:
1. Help students make predictions and clarify those predictions before, during, and after labs and hands-on activities.
2. Help students make connections between science skills and their lives outside of the classroom.
3. Utilize Differentiated Instruction to enhance students, reading, listening, speaking, writing and reasoning skills.
4. Implement D.I. in all science classes
5. Encourage writing in all science classes
6. Re-enforce Informational text in all science classes.

7.   Encourage students to write in all classes. Use writing sentences to explain how the concept was solved. Write down and look up definitions and terms, and students doing mini-compositions during bell work. Cornell notes will be used to cover the major concepts in each class.

ELL/ESE:

1.   Provide guidance to align student thinking with student writing.
2.   Help students create mental models/utilize visualization.
3.   Help students transfer content vocabulary from their primary language to English. (ELL)
4.   Utilize Differentiated Instruction/ Assessment to enhance student reading, listening, speaking, reasoning and writing skills.
5.   Utilize a variety of learning strategies to maximize the five elements of literacy
6.   Encourage students to write in all classes. Use writing sentences to explain how the concept was solved. Write down and look up definitions and terms, and students doing mini-compositions during bell work. Cornell notes will be used to cover the major concepts in each class.

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

At Colonial High School, one of the major initiatives of the LLT will be writing across the curriculum. We have added My Access this year in the ninth grade. This means the writing process will start sooner for ninth grade students and the teacher will be able to utilize the data to improve writing. Focusing on student deficiencies in the reading process is another area that will be looked at and worked on in the reading classes.

EXPECTATIONS FOR DAILY/ ONGOING PRACTICES

Curriculum, instruction, assessment, resources, and parent and community engagement create a systematic approach to improving learning. Potential action items follow for each of these areas to ensure a systematic approach to improving learning. These must be evident in every classroom. Below are strategies that can be used across the curriculum:

- Work collaboratively with my Grade/Content team on Lesson plans and Sunshine State Standards through the use of the PLC groups.
- Incorporate vocabulary instruction into daily lessons with Daily/ Interactive Word Walls.
- Words of the day Template
- Use Differentiated Instruction with a focus on literacy to practice well written essays.
- Incorporate reading stamina for fiction, informational text and non- fiction.
- Use Differentiated Instruction focusing on the levels of students in your class
- Progress Monitoring (weekly basis)
- Use exemplary student work to display print-rich environments on a weekly basis.
- Help students connect new skills to previously learned skills (Review benchmarks).
- Provide real-world experiences to practice application of skills.
- Provide specific feedback on mistakes and successes.
- Instruct students in multiple/alternate methods of solving problems.
- Differentiate by assigning work of varied complexity.
- Administer formative assessments in addition to end-of-unit tests.
- Provide current data for monitoring purposes.
- Incorporate hands-on activities especially for the lower level students.
- Encourage higher order thinking by requiring students to explain the implication and causes of scientific processes as well as the steps.
- Encourage Media Center visits. Expand media center access beyond school hours.
- Encourage use of Reading Logs in Language Arts classes.
- Collaborative work by levels not whole group.
- Utilize the student notebooks to encourage organization and study skills.

- •   Utilize AVID and WICR Strategies within the content.
- •   Encourage and Model Cornell notes to help students organize their notes to help them study and review
- •   Expand media center access for students throughout the day and after school until at least 2:30 pm.
- •   Teachers and administrators will teach, model, and practice effective strategies.
- •   Professional development will be provided on differentiated instruction.
- •   Utilize for PD360 on a weekly basis; answer and follow-up and reflection questions.
- •   Professional development will be provided on Marzano's strategies for every design question (DQ).
- •   Professional development will be provided on instructional technology.
- •   Utilize Business Partners to donate materials such as dictionaries and high interest reading materials.
- •   Model and encourage love of reading
- •   Teach, model and encourage use of effective reading strategies for reading fiction, informational text and non fiction.

Public School Choice

- • **Supplemental Educational Services (SES) Notification**
  Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

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

N/A

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?

Data is a major PLC focus. In these meeting teachers continuously look at reading data to see what areas the students are deficient at and how to align their lesson to improve those deficient areas. Daily bell work activities focus on the reading benchmarks that are tested on the FCAT

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?

Teachers incorporate real world applications based on their curricular area to make the connections between the subject and how it may be relevant to their future career path. AVID strategies are culturally embedded in classroom instruction.

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?

Students meet and work with guidance counselors and discuss what interests they have for the future and what they plan on studying in college or technical training schools.

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.
Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

We offer but not limited to the following interventions:
Tutoring
ACT/SAT Preparation Classes
Individual Student Counseling
Learning Strategies
Grad Prep Program

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

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			Language	Enrichment of new content Work on vocabulary and reading in English language Relate new vocabulary to first Language with pictures Read to students in English Language so they can hear the proper pronunciation and tone.	Marc Wasko	Academic conferences PLC Data Discussions	Achieve 3000 My Access Edusoft Common Assessments FAIR
Reading Goal #1A: Reading teachers are focused on teaching the necessary thinking skills of reading. The reading rotation model will be implemented and used with Fidelity. The students will become engaged in reading with the use of current information text on Achieve 3000.	2012 Current Level of Performance:* **In the 2011-2012 school year 19% (321) of the students scored level 3 on the FCAT**	2013 Expected Level of Performance:* By July 2013, 30% (540) of the students will score at proficiency on the reading FCAT					
			1A.2. Lack of Reading Skills	1A.2. Reading teachers will work with students by identifying the skills which are deficient and differentiate instruction to improve the skills that need improvement.	1A.2. Marc Wasko	1A.2. Academic conferences PLC Data Discussions	1A.2. Achieve 3000 My Access Edusoft Common Assessments FAIR
			1A.3. Learning Variances	1A.3.Reading teachers will utilize the reading rotation model so that they will accommodate the various learning styles in their classes.	1A.3. Marc Wasko	1A.3. Academic conferences PLC Data Discussions	1A.3. Academic conferences Achieve 3000 PLC Data Discussions FAIR
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1. Language	1B.1 Enrichment of new content Work on vocabulary and reading in English language Relate new vocabulary to first	1B.1. Marc Wasko	1B.1. Academic conferences PLC Data Discussions	1B.1. Achieve 3000 My Access Edusoft
Reading Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

Reading teachers are focused on teaching the necessary thinking skills of reading. The reading rotation model will be implemented and used with Fidelity. The students will become engaged in reading with the use of current information text on Achieve 3000.	*Enter numerical data for current level of performance in this box.*	*Enter numerical data for expected level of performance in this box.*		Language with pictures Read to students in English Language so they can hear the proper pronunciation and tone.			Common Assessments FAIR
			Lack of Reading Skills	Reading teachers will work with students by identifying the skills which are deficient and differentiate instruction to improve the skills that need improvement.	. Marc Wasko	. Academic conferences PLC Data Discussions	Achieve 3000 My Access Edusoft FAIR Common Assessments
			Learning Variances	. Reading teachers will utilize the reading rotation model so that they will accommodate the various learning styles in their classes	. Marc Wasko	Academic conferences PLC Data Discussions	Achieve 3000 My Access Edusoft FAIR Common Assessments

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			Language	Enrichment of new content Work on vocabulary and reading in English language Relate new vocabulary to first Language with pictures Read to students in English Language so they can hear the proper pronunciation and tone.	Marc Wasko	Academic conferences PLC Data Discussions	Achieve 3000 My Access Edusoft Common Assessments FAIR
Reading Goal #2A: Reading teachers are focused on teaching the necessary thinking skills of reading. The reading rotation model will be implemented and used with Fidelity. The students will become engaged in reading with the use of current information text on Achieve 3000.	2012 Current Level of Performance:* In July 2012 12% (208) of the students scored level 4 or Higher on the FCAT 2.0 reading	2013 Expected Level of Performance:* By July 2013 17% (306) students will score Level 4 or higher on the FCAT 2.0 reading					
			Lack of Reading Skills	Reading teachers will work with students by identifying the skills which are deficient and differentiate instruction to improve the skills that need improvement.	. Marc Wasko	. Academic conferences PLC Data Discussions	Achieve 3000 My Access Edusoft FAIR Common Assessments
			. Learning Variances	. Reading teachers will utilize the reading rotation model so that they will accommodate the various learning styles in their classes	. Marc Wasko	Academic conferences PLC Data Discussions	Achieve 3000 My Access Edusoft FAIR Common Assessments
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			Language	Enrichment of new content Work on vocabulary and reading in English language Relate new vocabulary to first Language with pictures Read to students in English Language so they can hear the proper pronunciation and tone.	Marc Wasko	Academic conferences PLC Data Discussions	Achieve 3000 My Access Edusoft Common Assessments FAIR
Reading Goal #2B: Reading teachers are focused on teaching the necessary thinking skills of reading. The reading rotation model will be implemented and used with Fidelity. The students will become engaged in reading with the use of current	2012 Current Level of Performance:* In July 2012 2 students scored a 7 or higher on FAA reading	2013 Expected Level of Performance:* By July 2013 7 students will score 7 or higher					
			Lack of Reading Skills	Reading teachers will work with students by identifying the skills which are deficient and differentiate	. Marc Wasko	. Academic conferences PLC	Achieve 3000 My Access

information text on Achieve 3000.			instruction to improve the skills that need improvement.		Data Discussions Edusoft FAIR Common Assessments
		. Learning Variances	. Reading teachers will utilize the reading rotation model so that they will accommodate the various learning styles in their classes	. Marc Wasko	Academic conferences PLC Data Discussions
					Achieve 3000 My Access Edusoft FAIR Common 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
3A. FCAT 2.0: Percentage of students making learning gains in reading.			Language	Enrichment of new content Work on vocabulary and reading in English language Relate new vocabulary to first Language with pictures Read to students in English Language so they can hear the proper pronunciation and tone.	Marc Wasko	Academic conferences PLC Data Discussions	Achieve 3000 My Access Edusoft Common Assessments FAIR
Reading Goal #3A: Reading teachers are focused on teaching the necessary thinking skills of reading. The reading rotation model will be implemented and used with Fidelity. The students will become engaged in reading with the use of current information text on Achieve 3000.	2012 Current Level of Performance:* In July 2012 56% (944) students made learning gains on the FCAT 2.0 reading	2013 Expected Level of Performance:* By July 2013 61% (1098) students will make learning gains on the FCAT 2.0 reading					
			Lack of Reading Skills	Reading teachers will work with students by identifying the skills which are deficient and differentiate instruction to improve the skills that need improvement.	. Marc Wasko	. Academic conferences PLC Data Discussions	Achieve 3000 My Access Edusoft FAIR Common Assessments
			. Learning Variances	. Reading teachers will utilize the reading rotation model so that they will accommodate the various learning styles in their classes	. Marc Wasko	Academic conferences PLC Data Discussions	Achieve 3000 My Access Edusoft FAIR Common Assessments
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			Language	Enrichment of new content Work on vocabulary and reading in English language Relate new vocabulary to first Language with pictures Read to students in English Language so they can hear the proper pronunciation and tone.	Marc Wasko	Academic conferences PLC Data Discussions	Achieve 3000 My Access Edusoft Common Assessments FAIR
Reading Goal #3B: Reading teachers are focused on teaching the necessary thinking skills of reading. The reading rotation model will be implemented and used with Fidelity. The students will become engaged in reading with the use of current	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			Lack of Reading Skills	Reading teachers will work with students by identifying the skills	. Marc Wasko	. Academic conferences PLC	Achieve 3000

information text on Achieve 3000.			which are deficient and differentiate instruction to improve the skills that need improvement.		Data Discussions	My Access Edusoft FAIR Common Assessments
		. Learning Variances	Reading teachers will utilize the reading rotation model so that they will accommodate the various learning styles in their classes	. Marc Wasko	Academic conferences PLC Data Discussions	Achieve 3000 My Access Edusoft FAIR Common Assessments

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading. Reading Goal #4A: Reading teachers are focused on teaching the necessary thinking skills of reading. The reading rotation model will be implemented and used with Fidelity. The students will become engaged in reading with the use of current information text on Achieve 3000.	2012 Current Level of Performance:* **In July 2012 36% of students in the lowest 25% made learning Gains**	2013 Expected Level of Performance:* **By July 2013 41% of the students in the lowest 25% will make learning gains.**	Language	Enrichment of new content Work on vocabulary and reading in English language Relate new vocabulary to first Language with pictures Read to students in English Language so they can hear the proper pronunciation and tone.	Marc Wasko	Academic conferences PLC Data Discussions	Achieve 3000 My Access Edusoft Common Assessments FAIR
			Lack of Reading Skills	Reading teachers will work with students by identifying the skills which are deficient and differentiate instruction to improve the skills that need improvement.	. Marc Wasko	. Academic conferences PLC Data Discussions	Achieve 3000 My Access Edusoft FAIR Common Assessments
			. Learning Variances	. Reading teachers will utilize the reading rotation model so that they will accommodate the various learning styles in their classes	. Marc Wasko	Academic conferences PLC Data Discussions	Achieve 3000 My Access Edusoft FAIR Common Assessments

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 39%	34%	48%	54%	59%	64%	70%
Reading Goal #5A: **We have implemented reading across the curriculum. Reading teachers are focused on teaching the necessary thinking skills of reading. We have a school tracking system to monitor progress toward learning gains. Goals are set and reviewed**							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**		Language	Enrichment of new content Work on vocabulary and reading in English language Relate new vocabulary to first Language with pictures Read to students in English Language so they can hear the proper pronunciation and tone.	Marc Wasko	Academic conferences PLC Data Discussions	Achieve 3000 My Access Edusoft Common Assessments FAIR	
Reading Goal #5B: Reading teachers are focused on teaching the necessary thinking skills of reading. The reading rotation model will be implemented and used with Fidelity. The students will become engaged in reading with the use of current information text on Achieve 3000.	2012 Current Level of Performance:* White:55% Black:53% Hispanic:58% Asian:61% American Indian:60%	2013 Expected Level of Performance:* White:62% Black:48% Hispanic:45% Asian:67% American Indian:NA					
		Lack of Reading Skills	Reading teachers will work with students by identifying the skills which are deficient and differentiate instruction to improve the skills that need improvement.	. Marc Wasko	. Academic conferences PLC Data Discussions	Achieve 3000 My Access Edusoft FAIR Common Assessments	
		. Learning Variances	. Reading teachers will utilize the reading rotation model so that they will accommodate the various learning styles in their classes	. Marc Wasko	Academic conferences PLC Data Discussions	Achieve 3000 My Access Edusoft FAIR	

						Common Assessments

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			Language	Enrichment of new content Work on vocabulary and reading in English language Relate new vocabulary to first Language with pictures Read to students in English Language so they can hear the proper pronunciation and tone.	Marc Wasko	Academic conferences PLC Data Discussions	Achieve 3000 My Access Edusoft Common Assessments FAIR
Reading Goal #5C: Reading teachers are focused on teaching the necessary thinking skills of reading. The reading rotation model will be implemented and used with Fidelity. The students will become engaged in reading with the use of current information text on Achieve 3000.	2012 Current Level of Performance:* In July 2012 59% of the ELL students made satisfactory progress in reading	2013 Expected Level of Performance:* By July 2013 64%o of the ELL students will make satisfactory progress in reading	Lack of Reading Skills	Reading teachers will work with students by identifying the skills which are deficient and differentiate instruction to improve the skills that need improvement.	. Marc Wasko	. Academic conferences PLC Data Discussions	Achieve 3000 My Access Edusoft FAIR Common Assessments
			. Learning Variances	. Reading teachers will utilize the reading rotation model so that they will accommodate the various learning styles in their classes	. Marc Wasko	Academic conferences PLC Data Discussions	Achieve 3000 My Access Edusoft FAIR Common 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 subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			Language	Enrichment of new content Work on vocabulary and reading in English language Relate new vocabulary to first Language with pictures Read to students in English Language so they can hear the proper pronunciation and tone.	Marc Wasko	Academic conferences PLC Data Discussions	Achieve 3000 My Access Edusoft Common Assessments FAIR
Reading Goal #5D: Reading teachers are focused on teaching the necessary thinking skills of reading. The reading rotation model will be	2012 Current Level of Performance:* In July 2012 53% of the ESE students made satisfactory progress in	2013 Expected Level of Performance:* By July 2013 58% of the ESE students will make satisfactory					

implemented and used with Fidelity. The students will become engaged in reading with the use of current information text on Achieve 3000.	reading	progress in reading				
			Lack of Reading Skills	Reading teachers will work with students by identifying the skills which are deficient and differentiate instruction to improve the skills that need improvement.	. Marc Wasko	. Academic conferences PLC Data Discussions	Achieve 3000 My Access Edusoft FAIR Common Assessments
			. Learning Variances	. Reading teachers will utilize the reading rotation model so that they will accommodate the various learning styles in their classes	. Marc Wasko	Academic conferences PLC Data Discussions	Achieve 3000 My Access Edusoft FAIR Common Assessments

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			Language	Enrichment of new content Work on vocabulary and reading in English language Relate new vocabulary to first Language with pictures Read to students in English Language so they can hear the proper pronunciation and tone.	Marc Wasko	Academic conferences PLC Data Discussions	Achieve 3000 My Access Edusoft Common Assessments FAIR
Reading Goal #5E: Reading teachers are focused on teaching the necessary thinking skills of reading. The reading rotation model will be implemented and used with Fidelity. The students will become engaged in reading with the use of current information text on Achieve 3000.	2012 Current Level of Performance:* In July 2012 58% of the economically disadvantaged students made satisfactory progress in reading	2013 Expected Level of Performance:* By July 2013 63% of the economically disadvantaged students made satisfactory progress in reading					
			Lack of Reading Skills	Reading teachers will work with students by identifying the skills which are deficient and differentiate instruction to improve the skills that need improvement.	. Marc Wasko	. Academic conferences PLC Data Discussions	Achieve 3000 My Access Edusoft FAIR Common Assessments
			. Learning Variances	. Reading teachers will utilize the reading rotation model so that they will accommodate the various learning styles in their classes	. Marc Wasko	Academic conferences PLC Data Discussions	Achieve 3000 My Access Edusoft FAIR Common Assessments

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	9-12	PLC Leader	Reading teachers	Twice a month	Data Discussion meetings	PLC Leaders

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Reading Strategies	9-12	PLC Leader	Reading teachers	Twice a month	Mini Assessments	PLC Leaders
RTI	9-12	PLC Leader	Reading teachers	Twice a month	Assessments/Data	PLC Leaders

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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
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Achieve 3000	Computer based	Title I funds	15,386.00
			15,386.00Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

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
1. Students scoring proficient in listening/speaking.		1.1. Absences during testing- not able to test 100% of students.	1.1. Inform students and parents, in advance, of the CELLA test dates.	1.1. Damon Nieves	1.1. Test completion reports.	1.1. Excel, CELLA books, CELLA rosters.
CELLA Goal #1: The goal by July 2013 is to have a 10% increase in our listening and speaking scores.	2012 Current Percent of Students Proficient in Listening/Speaking: In July 2012 67% (475) students were proficient in listening/speaking					
		1.2. Students speaking native language during non-class time	1.2. Speak with coaches to determine if there are continuous language barriers that have to be overcome. If needed, supply coaches with strategies to accommodate the students and help them understand direction given.	1.2. Damon Nieves	1.2. In-class communication, open communication with students throughout the day.	1.2. In-class communication, open communication with students throughout the day.
		1.3. No practice at home	1.3. Create parent involvement and begin program with OCLS' Mango program.	1.3. Damon Nieves	1.3. . In-class communication, open communication with students throughout the day.	1.3. Mango online reports.
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		2.1. Absences during testing- not able to test 100% of students	2.1. . Inform students and parents, in advance, of the CELLA test dates.	2.1. Damon Nieves	2.1. Test completion reports.	2.1. Excel, CELLA books, CELLA rosters.
CELLA Goal #2: The goal by July 2013 is to have a 15% increase in the number of students proficient in reading	2012 Current Percent of Students Proficient in Reading: In July 2012 22% (156) students were proficient in reading					
		2.2. Increased numbers of newcomers.	2.2. Begin OCLS' Mango program with class instruction.	2.2. Damon Nieves	2.2. . Reading and writing scores.Evaluation scores in reading courses (Edge).	2.2. CELLA scores, FCAT scores.
		2.3. No reading practice at home.	2.3. Achieve 3000 assignments, Mango.	2.3. Damon Nieves	2.3. Reading and writing scores.Evaluation scores in reading courses (Edge).	2.3. . CELLA scores, FCAT scores.

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		2.1. Absences during testing- not able to test 100% of students.	2.1. Inform students and parents, in advance, of the CELLA test dates	2.1. Damon Nieves	2.1. Test completion reports.	2.1. Excel, CELLA books, CELLA rosters.
CELLA Goal #3: By July 2013 students scoring proficient in writing will increase by 25%	2012 Current Percent of Students Proficient in Writing : **In July 2012 36% (251) students were proficient in writing**					
		2.2. Limited English Vocabulary.	2.2. My Access, Thinking Maps for organization, classwork.	2.2. Damon Nieves	2.2. . Reading and writing scores.Evaluation scores in reading courses (Edge).	2.2. CELLA scores, FCAT scores.
		2.3. . Difficulty organizing writing.	2.3. My Access, Thinking Maps for organization, classwork, teacher instruction.	2.3. Damon Nieves	2.3. Reading and writing scores.Evaluation scores in reading courses (Edge).	2.3. CELLA scores, FCAT scores.

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CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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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
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Mathematics Goal #1A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *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.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *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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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
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Mathematics Goal #1A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *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.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *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
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
Mathematics Goal #2A: _Enter narrative for the goal in this box._	2012 Current Level of Performance:* _Enter numerical data for current level of performance in this box._	2013 Expected Level of Performance:* _Enter numerical data for expected level of performance in this box._					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: _Enter narrative for the goal in this box._	2012 Current Level of Performance:* _Enter numerical data for current level of performance in this box._	2013 Expected Level of Performance:* _Enter numerical data for expected level of performance in this box._					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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

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

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Mathematics Goal #5A: *Enter narrative for the goal in this box.*							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**			5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
Mathematics Goal #5B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:						
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Mathematics Goal #1A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *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.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *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
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
Mathematics Goal #2A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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

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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
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
Mathematics Goal #4A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
Mathematics Goal #4B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**						
Mathematics Goal #5A: *Enter narrative for the goal in this box.*							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**			5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
Mathematics Goal #5B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian:*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:*						
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

High School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			Low Basic Math Skills	Students need to have constant practice to improve basic skills while learning new and more challenging concepts. Real World application must be utilized so students can make connections	Darrell Canamas	) Teacher Academic Conferences 2) PLC 3) Assessment Data	1) Common Assessments 2) District Edusoft Assessments 3) Mini-Assessments 4) EOC
Mathematics Goal #1: Through the use of real-world applications, classroom manipulatives, and teachers sharing ideas and strategies through PLC's, the students at CHS will increase their overall scores on EOC exams and FCAT Math. s	2012 Current Level of Performance:* In July 2012 8 out of 14 students scored a 4,5,6,	2013 Expected Level of Performance:*	Language Acquisition	Academic Vocabulary must be introduced to the students. ESOL strategies need to be used with ELL students.	Darrell Canamas	1.2. 1) Teacher Academic Conferences 2) PLC 3) Assessment Data	1) Common Assessments 2) District Edusoft Assessments 3) Mini-Assessments 4) EOC
			Learning Variances	Data must be assessed and monitored each week to look at the different deficiencies in each class. Instruction must be differentiated to accommodate these variances.	Darrell Canamas	1.3. 1) Teacher Academic Conferences 2) PLC 3)Assessment Data	1) Common Assessments 2) District Edusoft Assessments 3) Mini-Assessments 4) EOC
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.							
Mathematics Goal #2: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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

End of Florida Alternate Assessment High School Mathematics Goals

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High School AMO Mathematics Goals

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

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
A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** <u>30%</u>	36%	42%	48%	53%	59%	65%
HS Mathematics Goal A: *Through the use of real-world applications, classroom manipulatives, and teachers sharing ideas and strategies through PLC's, the students at CHS will increase their overall scores on EOC exams and FCAT Math*							

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. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**			Low Basic Math Skills	Students need to have constant practice to improve basic skills while learning new and more challenging concepts Real World application must be utilized so students can make connections	Darrell Canamas	) Teacher Academic Conferences 2) PLC 3) Assessment Data	1) Common Assessments 2) District Edusoft Assessments 3) Mini-Assessments 4) EOC	
HS Mathematics Goal B: Through the use of real-world applications, classroom manipulatives, and teachers sharing ideas and strategies through PLC's, the students at CHS will increase their overall scores on EOC exams and FCAT Math	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* White:42% Black:32% Hispanic:30% Asian:35% American Indian:NA	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* White:53% Black:46% Hispanic:38% Asian:63% American Indian:NA						
			Language Acquisition	Academic Vocabulary must be introduced to the students. ESOL strategies need to be used with ELL students.	Darrell Canamas	1.2. 1) Teacher Academic Conferences 2) PLC 3) Assessment Data	1) Common Assessments 2) District Edusoft Assessments 3) Mini-Assessments 4) EOC	

		Learning Variances	Data must be assessed and monitored each week to look at the different deficiencies in each class. Instruction must be differentiated to accommodate these variances.	Darrell Canamas	1.3. 1) Teacher Academic Conferences 2) PLC 3)Assessment Data	1) Common Assessments 2) District Edusoft Assessments 3) Mini-Assessments 4) EOC

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
C. English Language Learners (ELL) not making satisfactory progress in mathematics.			Low Basic Math Skills	Students need to have constant practice to improve basic skills while learning new and more challenging concepts Real World application must be utilized so students can make connections	Darrell Canamas	) Teacher Academic Conferences 2) PLC 3) Assessment Data	1) Common Assessments 2) District Edusoft Assessments 3) Mini-Assessments 4) EOC
HS Mathematics Goal C: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *As of July 2012 14% of the ELL students made satisfactory gains in Math*	2013 Expected Level of Performance:* *By July 2013 28% of the ELL students will make gains in Math*					
			Language Acquisition	Academic Vocabulary must be introduced to the students. ESOL strategies need to be used with ELL students.	Darrell Canamas	1.2. 1) Teacher Academic Conferences 2) PLC 3) Assessment Data	1) Common Assessments 2) District Edusoft Assessments 3) Mini-Assessments 4) EOC
			Learning Variances	Data must be assessed and monitored each week to look at the different deficiencies in each class. Instruction must be differentiated to accommodate these variances.	Darrell Canamas	1.3. 1) Teacher Academic Conferences 2) PLC 3)Assessment Data	1) Common Assessments 2) District Edusoft Assessments 3) Mini-Assessments 4) 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
D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			Low Basic Math Skills	Students need to have constant practice to improve basic skills while learning new and more challenging concepts Real World application must be utilized so students can make connections	Darrell Canamas	) Teacher Academic Conferences 2) PLC 3) Assessment Data	1) Common Assessments 2) District Edusoft Assessments 3) Mini-Assessments 4) EOC
HS Mathematics Goal D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *As of July 2012 15% of the SWD students made gains in Math*	2013 Expected Level of Performance:* *By July 2013 23% of the SWD student will make gains*					
			Language Acquisition	Academic Vocabulary must be introduced to the students. ESOL strategies need to be used with ELL students.	Darrell Canamas	1.2. 1) Teacher Academic Conferences 2) PLC 3) Assessment Data	1) Common Assessments 2) District Edusoft Assessments 3) Mini-Assessments 4) EOC

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		Learning Variances	Data must be assessed and monitored each week to look at the different deficiencies in each class. Instruction must be differentiated to accommodate these variances.	Darrell Canamas	1.3. 1) Teacher Academic Conferences 2) PLC 3)Assessment Data	1) Common Assessments 2) District Edusoft Assessments 3) Mini-Assessments 4) EOC

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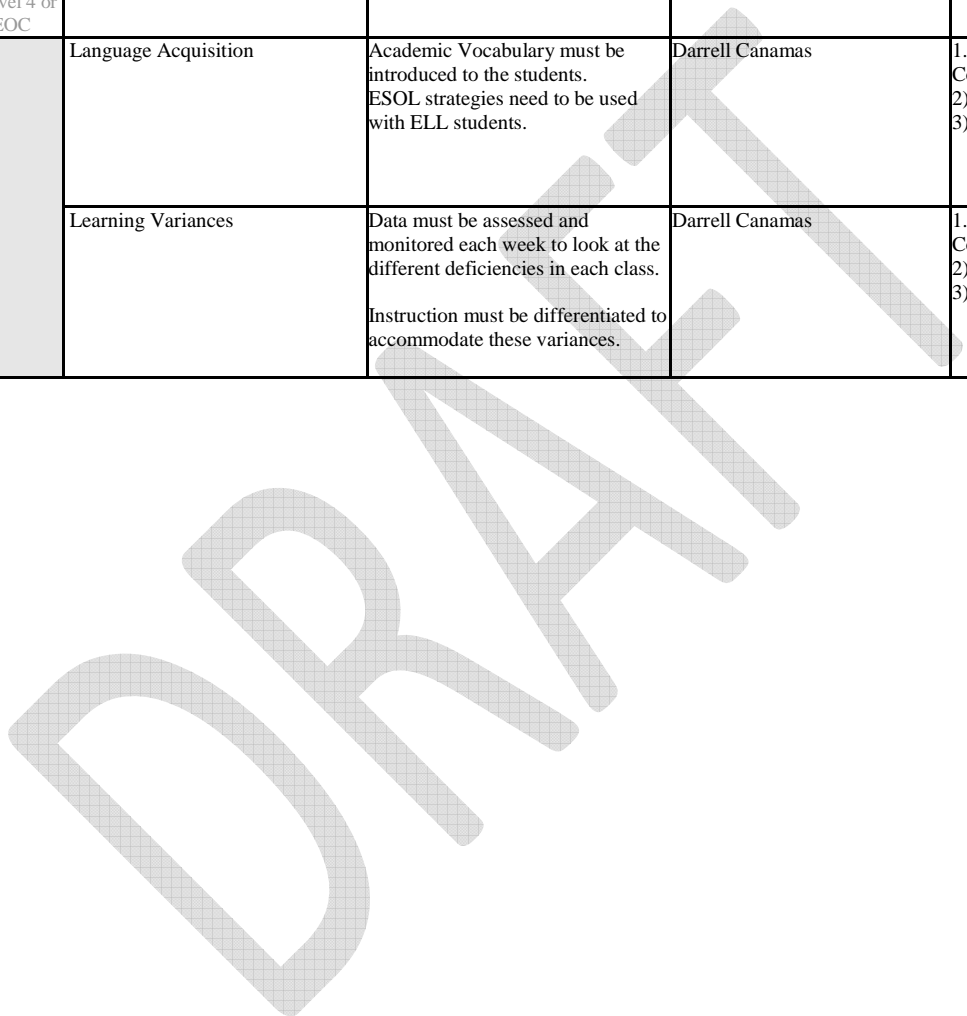| Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
E. Economically Disadvantaged students not making satisfactory progress in mathematics.			Low Basic Math Skills	Students need to have constant practice to improve basic skills while learning new and more challenging concepts Real World application must be utilized so students can make connections	Darrell Canamas	) Teacher Academic Conferences 2) PLC 3) Assessment Data	1) Common Assessments 2) District Edusoft Assessments 3) Mini-Assessments 4) EOC
HS Mathematics Goal E: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *As of July 2012 30% of the Economically Disadvantaged students made gains*	2013 Expected Level of Performance:* *By July 2013 38% of the Economically Disadvantaged students made gains*					
			Language Acquisition	Academic Vocabulary must be introduced to the students. ESOL strategies need to be used with ELL students.	Darrell Canamas	1.2. 1) Teacher Academic Conferences 2) PLC 3) Assessment Data	1) Common Assessments 2) District Edusoft Assessments 3) Mini-Assessments 4) EOC
			Learning Variances	Data must be assessed and monitored each week to look at the different deficiencies in each class. Instruction must be differentiated to accommodate these variances.	Darrell Canamas	1.3. 1) Teacher Academic Conferences 2) PLC 3)Assessment Data	1) Common Assessments 2) District Edusoft Assessments 3) Mini-Assessments 4) EOC

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

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra 1. Algebra 1 Goal #1: Through the use of real-world applications, classroom manipulatives, and teachers sharing ideas and strategies through PLC's, the students at CHS will increase their overall scores on EOC exams and FCAT Math.	2012 Current Level of Performance:* In July 2012 21% of the students taking the Algebra I EOC scored a level 3	2013 Expected Level of Performance:* By July 2013 30% of the students taking the Algebra I EOC will score a level 3.	Low Basic Math Skills	Students need to have constant practice to improve basic skills while learning new and more challenging concepts Real World application must be utilized so students can make connections	Darrell Canamas	) Teacher Academic Conferences 2) PLC 3) Assessment Data	1) Common Assessments 2) District Edusoft Assessments 3) Mini-Assessments 4) EOC
			Language Acquisition	Academic Vocabulary must be introduced to the students. ESOL strategies need to be used with ELL students.	Darrell Canamas	1.2. 1) Teacher Academic Conferences 2) PLC 3) Assessment Data	1) Common Assessments 2) District Edusoft Assessments 3) Mini-Assessments 4) EOC
			Learning Variances	Data must be assessed and monitored each week to look at the different deficiencies in each class. Instruction must be differentiated to accommodate these variances.	Darrell Canamas	1.3. 1) Teacher Academic Conferences 2) PLC 3)Assessment Data	1) Common Assessments 2) District Edusoft Assessments 3) Mini-Assessments 4) EOC
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1. Algebra Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Low Basic Math Skills	Students need to have constant practice to improve basic skills while learning new and more challenging concepts Real World application must be utilized so students can make	Darrell Canamas	) Teacher Academic Conferences 2) PLC 3) Assessment Data	1) Common Assessments 2) District Edusoft Assessments 3) Mini-Assessments

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				connections			4) EOC
Through the use of real-world applications, classroom manipulatives, and teachers sharing ideas and strategies through PLC's, the students at CHS will increase their overall scores on EOC exams and FCAT Math.	In July 2012 10% of the students taking Algebra I EOC scored level 4 or 5	By July 2013 15% of the students taking Algebra I will score a level 4 or 5 on the EOC					
			Language Acquisition	Academic Vocabulary must be introduced to the students. ESOL strategies need to be used with ELL students.	Darrell Canamas	1.2. 1) Teacher Academic Conferences 2) PLC 3) Assessment Data	1) Common Assessments 2) District Edusoft Assessments 3) Mini-Assessments 4) EOC
			Learning Variances	Data must be assessed and monitored each week to look at the different deficiencies in each class. Instruction must be differentiated to accommodate these variances.	Darrell Canamas	1.3. 1) Teacher Academic Conferences 2) PLC 3)Assessment Data	1) Common Assessments 2) District Edusoft Assessments 3) Mini-Assessments 4) EOC

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End of Algebra 1 EOC Goals

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

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			Low Basic Math Skills	Students need to have constant practice to improve basic skills while learning new and more challenging concepts Real World application must be utilized so students can make connections	Darrell Canamas	) Teacher Academic Conferences 2) PLC 3) Assessment Data	1) Common Assessments 2) District Edusoft Assessments 3) Mini-Assessments 4) EOC
Geometry Goal #1: Through the use of real-world applications, classroom manipulatives, and teachers sharing ideas and strategies through PLC's, the students at CHS will increase their overall scores on EOC exams and FCAT Math.	2012 Current Level of Performance:* In July 25% of the students scored a level 3 or higher on the Geometry EOC	2013 Expected Level of Performance:* By July 2013 30% % of the students will score a level 3 or higher on the Geometry EOC	Language Acquisition	Academic Vocabulary must be introduced to the students. ESOL strategies need to be used with ELL students.	Darrell Canamas	1.2. 1) Teacher Academic Conferences 2) PLC 3) Assessment Data	1) Common Assessments 2) District Edusoft Assessments 3) Mini-Assessments 4) EOC
			Learning Variances	Data must be assessed and monitored each week to look at the different deficiencies in each class. Instruction must be differentiated to accommodate these variances.	Darrell Canamas	1.3. 1) Teacher Academic Conferences 2) PLC 3)Assessment Data	1) Common Assessments 2) District Edusoft Assessments 3) Mini-Assessments 4) EOC
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			Low Basic Math Skills	Students need to have constant practice to improve basic skills while learning new and more challenging concepts Real World application must be utilized so students can make connections	Darrell Canamas	) Teacher Academic Conferences 2) PLC 3) Assessment Data	1) Common Assessments 2) District Edusoft Assessments 3) Mini-Assessments 4) EOC
Geometry Goal #2: Through the use of real-world applications, classroom manipulatives, and teachers sharing ideas	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

and strategies through PLC's, the students at CHS will increase their overall scores on EOC exams and FCAT Math.		Language Acquisition	Academic Vocabulary must be introduced to the students. ESOL strategies need to be used with ELL students.	Darrell Canamas	1.2. 1) Teacher Academic Conferences 2) PLC 3) Assessment Data	1) Common Assessments 2) District Edusoft Assessments 3) Mini-Assessments 4) EOC
		Learning Variances	Data must be assessed and monitored each week to look at the different deficiencies in each class. Instruction must be differentiated to accommodate these variances.	Darrell Canamas	1.3. 1) Teacher Academic Conferences 2) PLC 3)Assessment Data	1) Common Assessments 2) District Edusoft Assessments 3) Mini-Assessments 4) EOC

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2011-2012**					
Geometry Goal #3A:						
. Through the use of real-world applications, classroom manipulatives, and teachers sharing ideas and strategies through PLC's, the students at CHS will increase their overall scores on EOC exams and FCAT Math.						

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.**		Low Basic Math Skills	Students need to have constant practice to improve basic skills while learning new and more challenging concepts. Real World application must be utilized so students can make connections	Darrell Canamas	) Teacher Academic Conferences 2) PLC 3) Assessment Data	1) Common Assessments 2) District Edusoft Assessments 3) Mini-Assessments 4) EOC
Geometry Goal #3B: Through the use of real-world applications, classroom manipulatives, and teachers sharing ideas and strategies through PLC's, the students at CHS will increase their overall scores on EOC exams and FCAT Math.	**2012 Current Level of Performance:*** White: Black: Hispanic: Asian: American Indian:	**2013 Expected Level of Performance:*** White: Black: Hispanic: Asian: American Indian:				
		Language Acquisition	Academic Vocabulary must be introduced to the students. ESOL strategies need to be used with ELL students.	Darrell Canamas	1.2. 1) Teacher Academic Conferences 2) PLC 3) Assessment Data	1) Common Assessments 2) District Edusoft Assessments 3) Mini-Assessments 4) EOC
		Learning Variances	Data must be assessed and monitored each week to look at the different deficiencies in each class. Instruction must be differentiated to accommodate these variances.	Darrell Canamas	1.3. 1) Teacher Academic Conferences 2) PLC 3)Assessment Data	1) Common Assessments 2) District Edusoft Assessments 3) Mini-Assessments

					4) EOC

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.			Low Basic Math Skills	Students need to have constant practice to improve basic skills while learning new and more challenging concepts. Real World application must be utilized so students can make connections	Darrell Canamas	) Teacher Academic Conferences 2) PLC 3) Assessment Data	1) Common Assessments 2) District Edusoft Assessments 3) Mini-Assessments 4) EOC
Geometry Goal #3C: Through the use of real-world applications, classroom manipulatives, and teachers sharing ideas and strategies through PLC's, the students at CHS will increase their overall scores on EOC exams and FCAT Math.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			Language Acquisition	Academic Vocabulary must be introduced to the students. ESOL strategies need to be used with ELL students.	Darrell Canamas	1.2. 1) Teacher Academic Conferences 2) PLC 3) Assessment Data	1) Common Assessments 2) District Edusoft Assessments 3) Mini-Assessments 4) EOC
			Learning Variances	Data must be assessed and monitored each week to look at the different deficiencies in each class. Instruction must be differentiated to accommodate these variances.	Darrell Canamas	1.3. 1) Teacher Academic Conferences 2) PLC 3)Assessment Data	1) Common Assessments 2) District Edusoft Assessments 3) Mini-Assessments 4) 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
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.			Low Basic Math Skills	Students need to have constant practice to improve basic skills while learning new and more challenging concepts. Real World application must be utilized so students can make connections	Darrell Canamas	) Teacher Academic Conferences 2) PLC 3) Assessment Data	1) Common Assessments 2) District Edusoft Assessments 3) Mini-Assessments 4) EOC
Geometry Goal #3D: Through the use of real-world applications, classroom manipulatives, and teachers sharing ideas and strategies through PLC's, the students at CHS will increase their overall scores on EOC exams and FCAT Math.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			Language Acquisition	Academic Vocabulary must be introduced to the students. ESOL strategies need to be used with ELL students.	Darrell Canamas	1.2. 1) Teacher Academic Conferences 2) PLC 3) Assessment Data	1) Common Assessments 2) District Edusoft Assessments 3) Mini-Assessments 4) EOC
			Language Acquisition	Academic Vocabulary must be introduced to the students. ESOL strategies need to be used	Darrell Canamas	1.2. 1) Teacher Academic Conferences 2) PLC	1) Common Assessments 2) District

			with ELL students.		3) Assessment Data	Edusoft Assessments 3) Mini-Assessments 4) EOC

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			Low Basic Math Skills	Students need to have constant practice to improve basic skills while learning new and more challenging concepts. Real World application must be utilized so students can make connections	Darrell Canamas	) Teacher Academic Conferences 2) PLC 3) Assessment Data	1) Common Assessments 2) District Edusoft Assessments 3) Mini-Assessments 4) EOC
<u>Geometry Goal #3E:</u>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Through the use of real-world applications, classroom manipulatives, and teachers sharing ideas and strategies through PLC's, the students at CHS will increase their overall scores on EOC exams and FCAT Math.			Language Acquisition	Academic Vocabulary must be introduced to the students. ESOL strategies need to be used with ELL students.	Darrell Canamas	1.2. 1) Teacher Academic Conferences 2) PLC 3) Assessment Data	1) Common Assessments 2) District Edusoft Assessments 3) Mini-Assessments 4) EOC
			Language Acquisition	Academic Vocabulary must be introduced to the students. ESOL strategies need to be used with ELL students.	Darrell Canamas	1.2. 1) Teacher Academic Conferences 2) PLC 3) Assessment Data	1) Common Assessments 2) District Edusoft Assessments 3) Mini-Assessments 4) EOC

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiating Instruction	9-12	PLC Leader	Math Department	9/2012	Academic Conferences	Darrell Canamas
Hands -on Learning	9-12	PLC Leader	Math Department	10/2012	Academic Conferences	Darrell Canamas
Higher Order Questioning	9-12	PLC Leader	Math Department	11/2012	Academic Conferences	Darrell Canams

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

<u>Mathematics Budget</u> (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
Edusoft Assessment	District purchased/designed formative assessment	OCPS	
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Mathematics Goals

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

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
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
Science Goal #1A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *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.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Science Goal #1B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *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
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
Science Goal #2A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Science Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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

Florida Alternate Assessment High School Science Goals

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

High School Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1.1. Lack of science knowledge essentials.	1.1. . Re-Engagement in School Learning	1.1.Melanie May	1.1. PLC as resource coordinating team to address barriers to learning.	1.1.Alternative assessment
Science Goal #1: *The scores of those taking the alternative assessment will increase by one level.*	2012 Current Level of Performance:* *In July 2012 8 students score at level 4,5,6*	2013 Expected Level of Performance:* *By July 2013 this number will increase 1*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2.1.	2.1.	2.1.	2.1.	2.1.
Science Goal #2: N/A	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Florida Alternate Assessment High School Science Goals

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

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

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

Biology 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology 1.			Lack of science knowledge essentials.	Conduct pre and post test on chapters to find out students prior knowledge and then differentiate instruction to bring all learners up to same level of knowledge	1.1. Jairo Rosales	1.1. PLC as resource coordinating team to address barriers to learning.	Bench mark assessments using edusoft.. Common Assessment Data EOC
Biology 1 Goal #1: Based on Biology EOC, Students will show the total population performing in the 50th percentile	2012 Current Level of Performance:* In July 2012 22% of the students scored a level 3 on the Biology EOC	2013 Expected Level of Performance:* By July 2013 50% of the students will score a level 3 on the Biology EOC					
			Lack of application of content	Relate content to real world application that students can relate to and have ownership of. Have more hands on labs that are meaningful. Use ABC CBV process for inquiry based learning	1.2. Jairo Rosales	Look at different current world and life situations where content can be reference to show links	Bench mark assessments using edusoft.. Common Assessment Data EOC..
			Lack of vocabulary and reading skills in science content	Work with reading teachers on using science vocabulary and readings in class to show how to apply reading skills cross content	1.3. Jairo Rosales	Check for comprehension of content	1.3. Bench mark assessments using edusoft.. Bench mark assessments using edusoft.. Common Assessment Data EOC
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.			Lack of science knowledge essentials.	Conduct pre and post test on chapters to find out students prior knowledge and then differentiate instruction to bring all learners up to same level of knowledge	1.1. Jairo Rosales	1.1. PLC as resource coordinating team to address barriers to learning.	Bench mark assessments using edusoft.. Common Assessment Data EOC
Biology 1 Goal #2: *Based on Biology EOC, Students will show the total population performing on the 50th percentile*	2012 Current Level of Performance:* In July 2012 zero students scored a 4 or higher on the Biology EOC	2013 Expected Level of Performance:* By July 2013 10% of the students will score a 4 or higher on the Biology EOC					
			Lack of application of content	Relate content to real world application that students can relate to and have ownership of. Have more hands on labs that are	1.2. Jairo Rosales	Look at different current world and life situations where content can be reference to show links	Bench mark assessments using edusoft.. Common Assessment Data

			meaningful. Use ABC CBV process for inquiry based learning			EOC..
		Lack of vocabulary and reading skills in science content	Work with reading teachers on using science vocabulary and readings in class to show how to apply reading skills cross content	1.3. Jairo Rosales	Check for comprehension of content	1.3. Bench mark assessments using edusoft.. Bench mark assessments using edusoft.. Common Assessment Data EOC

End of Biology 1 EOC Goals

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

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiating Instruction	9-12	PLC Leader	Science Department	9/2012	Academic Conferences	Jairo Rosales
Learning objectives	9-12	PLC Leader	Science Department	10/2012	Academic Conferences	Jairo Rosales
Scales and Rubrics	9-12	PLC Leader	Science Department	11/2012	Academic Conferences	Jairo Rosales

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
Edusoft	Assessment	OCPS	
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

	Total:

End of Science Goals

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

Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			Prior Knowledge	Teachers will introduce various prompts so that students will broaden knowledge on topics.	Marc Wasko	1) Teacher Academic Conferences 2) PLC 3)My Access	Mini writing assessments My Access writing program FCAT
Writing Goal #1A: We have realigned our writing focus to include writing from the start of the year at the freshman level. A greater focus on conventions is now in place and My access writing program is aligned to the new writing standards. Writing will be utilized across the content to broaden knowledge.	2012 Current Level of Performance:* In July 2012 35% (312) students score a 3.0 or higher in writing.	2013 Expected Level of Performance:* By July 2013 40% (360) students will score a 3.0 or higher in writing.					
			Writing Skills	Teacher will work on conventions so that students know how to properly spell, use punctuation, and paragraph structure.	Marc Wasko	1) Teacher Academic Conferences 2) PLC 3)My Access	Mini writing assessments My Access writing program FCAT
			Effective Writing	Teachers will assist students in how to give real life examples that relate to the topic and how to give details to strengthen those examples.	Marc Wasko	1) Teacher Academic Conferences 2) PLC 3)My Access	Mini writing assessments My Access writing program FCAT
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			Prior Knowledge	Teachers will introduce various prompts so that students will broaden knowledge on topics.	Marc Wasko	1) Teacher Academic Conferences 2) PLC 3)My Access	Mini writing assessments My Access writing program FCAT
Writing Goal #1B: We have realigned our writing focus to include writing from the start of the year at the freshman level. A greater focus on conventions is now in place and My access writing program is aligned to the new writing standards. Writing will be utilized across the content to broaden knowledge.	2012 Current Level of Performance:* In July 2012 1 student a 4 or higher in FAA	2013 Expected Level of Performance:* By July 2013 5 students will score a 4 or higher in FAA					
			Writing Skills	Teacher will work on conventions so that students know how to properly spell, use punctuation, and paragraph structure.	Marc Wasko	1) Teacher Academic Conferences 2) PLC 3)My Access	Mini writing assessments My Access writing program FCAT
			Effective Writing	Teachers will assist students in how to give real life examples that relate to the topic and how to give details to strengthen those examples.	Marc Wasko	1) Teacher Academic Conferences 2) PLC 3)My Access	Mini writing assessments My Access writing program FCAT

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

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Familiarization w/FCAT Scoring Rubric	9-10	Melissa Witham	9th and 10th grade students	10/2012	1) Teacher Academic Conferences 2) PLC	Administrative Staff
My Access Training	9-10	Melissa Witham	9th and 10th grade students	10/2012	1) Teacher Academic Conferences 2) PLC	Administrative Staff
	9-10					

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
My Access	Writing program aligned with FCAT	Title I	21,960.00
			21,960.00Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			

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Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
		Total:	

End of Writing Goals

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]).

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

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

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

Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

End of Civics Goals

August 2012
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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
1. Students scoring at Achievement Level 3 in U.S. History.			1.1.	1.1.	1.1.	1.1.	1.1.
U.S. History Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
U.S. History Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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U.S. History Professional Development

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

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

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

End of U.S. History Goals

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Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Student Motivation	1.1. 1)Follow State Attendance Statutes 2)Implement programs designed to positively influence student decision making	1.1. Administration	1.1. Administrative and curriculum leader meetings	1.1. Attendance and Tardy Reports
Attendance Goal #1: Colonial High School has implemented an attendance policy that is in accordance with District and State Policies and statutes.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	The average attendance rate in 2011-2012 was 94%	By 2012-2013 the number should increase to 98%					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	42% of the students missed 10+ days during the 2011-2012 school year.	*The number of students with excessive absences will decrease by 10% in the 2012-2013 school year.*					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	4% of the students were tardy 10+ times during the 2011-2012 school year.	*We will decrease the number of students with excessive tardiness by 1% in the 2012-2013 school year*					

		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Plasco Student Tracking	9-12	Eddy Witham	Deans/Attendance Staff	On-going	Conferences as needed	Admin Team

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
Plasco	Student Tracking System	Internal Accounts	$1,398.00
			$1,398.00Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

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	Total:

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension Suspension Goal #1: **Colonial High School has implemented a comprehensive student discipline program.**	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions	1.1. Minimal Parental Support	1.1. Increased Communication	1.1. All Deans	1.1. Compare suspension levels quarterly to previous years' data	1.1. EDW reports
	In the 2011-2012 school year there were 841 In-School-Suspensions	In the 2012-2013 school year the In-School-Suspension incidents will decrease by 5%					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	In the 2011-2012 school year 399 students received In-School-Suspensions	In the 2012-2013 school year the number of students who receive In-School-Suspension will decrease by 5%					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	In the 2011-2012 school year there were 879 Out-Of-School-Suspensions	In 20-122013- the number of out of school suspensions will decrease by 5%					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	In the 2011-2012 school year 494 students received Out-Of-School-Suspensions	In the 20122013-school year The number of student receiving Out-Of-School-Suspensions will decrease by 5%					
			1.2. Student reluctance to	1.2. Open door policy, educate	1.2. All Deans	1.2. Compare suspension levels	1.2. EDW reports

		report issues/problems with other students	students on school policies, expectations		quarterly to previous years' data. Compare number of reports/statements taken to previous years' data	
		1.3. Students unaware of behavioral expectations	1.3. Dean presentations beginning of the year, visible posters/signs, parental communications regarding OCPS code of conduct	1.3. All Deans	1.3. Compare specific suspension data for common offenses (Fighting, Insubordination, Theft, etc.) to previous years' data	1.3. EDW reports

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Classroom Management	9-12	AP's, Support Staff	School-wide	Year-long meetings (as needed) Small group/one on one	Q & A sessions with faculty, I-Observation	Supervising Administrator
New Teacher Trainings	9-12	AP's, Support Staff	New Teachers	Pre-planning meeting, bi-monthly/monthly meetings after	Q & A sessions with faculty, I-Observation	Supervising Administrator

Suspension Budget (Insert rows as needed)

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

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	Total:

End of Suspension Goals

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Dropout Prevention Goal(s)
Note: Required for High School- F.S., Sec. 1003.53

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention Dropout Prevention Goal #1: Colonial High School has developed a comprehensive drop out plan which involves the entire faculty. We continually monitor and support students who are in danger of dropping out. *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	2012 Current Dropout Rate:* *The dropout rate for Colonial High School during the 2011 school year was 1.1%.* 2012 Current Graduation Rate:* *The graduation rate for Colonial High School during the 2011 school year was 80%*	2013 Expected Dropout Rate:* *By July 2013 the dropout rate will decrease by .1%.* 2013 Expected Graduation Rate:* By July 2013, the graduation rate will increase by 2%.	1.1. Prior Knowledge	1.1.1) Increased time on task opportunities 2) Hands on teaching methods 3) Differentiated instruction	1.1. Admin Team; Guidance	1.1.1) Teacher Academic Conferences 2) PLC	1.1. Milestone report
			1.2.Behind in credits/ Below 2.0 GPA	1.2.1) Identify at-risk students whose GPAs are below 2.0 2)Provide tutoring programs for students with GPAs below 2.0 who need additional support for academic success. 3)Expand Colonial Connection to support students at risk of academic failure and/or dropping out of school. 4)Increase the breadth and depth of academy offerings available to CHS students in an effort to increase student achievement.	1.2.Admin Team; Guidance	1.2. 1) Teacher Academic Conferences 2) PLC	1.2.1) Milestone report 2) Report Cards

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			5)Compare the changes in student GPAs as a function of academy Affiliation. 6)Increase guidance contacts and counseling for 9-11 grade students with GPAs below 2.0 7)Promote quarterly incentives to reward students for increased GPA.				
		1.3.	1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Guidance	9-12	Assistant Principal	Guidance Department	On-Going	Department Meetings	Hilary Buckridge/Mick Showalter

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

End of Dropout Prevention Goal(s)

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

Parent Involvement Goal(s)

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

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1. Communication of needs	1.1.Use school messenger and website to communicate need.	1.1.Administration	1.1.Attendance to meetings	1.1.Attendance to meetings
Parent Involvement Goal #1: Colonial High School will continue to reach out to meet the needs of students, school, and parents through our home/school connections. *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	2012 Current Level of Parent Involvement:* *By July 2012 Colonial High School had one board position filled in the PTSA/SAC committees*	2013 Expected Level of Parent Involvement:* *By July 2013 all board positions will be filled in the PTSA/SAC committees.*					
			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
PTSA	9-12	District/PTSA	PTSA	On-going	PTSA Meetings	Mick Showalter

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

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<u>STEM Goal #1:</u> Up to 75% of teachers make explicit efforts to integrate STEM across core subjects, requiring students to synthesize knowledge across disciplines	1.1 Teacher knowledge on STEM in core subjects	1.1 Consistent use of district STEM lessons or development of school-specific STEM integration lessons that make use of the engineering design process across content areas.	1.1 Jairo Rosales	1.1 Lesson Plans CWT Data Student Writing Samples	1.1. Student Work Teacher Observation
	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
STEM Reading Best Practices	9-12	PLC leader	PLC, subject	Early Release 1/week	Development of STEM activities utilized in classrooms.	Jairo Rosales

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

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: Increase the number of industry certifications completed by students by 10%	1.1. Instructor lack of knowledge about software.	1.1. Provide professional development to teachers on curriculum instruction that promotes industry certification.	1.1. Maxwell Arb	1.1. Feedback from teachers and students about classroom software use	1.1. The number of students receiving industry certification.
	1.2. Student retention.	1.2. Promote and recruit students to take next level classes.	1.2. Maxwell Arb	1.2.. Open house attendees and students transitioning to next level of class.	1.2. The number of students taking next level classes.
	1.3. Certification types.	1.3. Find and utilize industry certifications that students can be successful with.	1.3. Maxwell Arb	1.3.. Implementation of industry certification tests.	1.3. The number of students receiving industry certification.

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
CIW curriculum implementation.	Intro to Information Technology	Maxwell Arb	Intro to Information Technology teachers.	Early release	The number of students receiving industry certification.	Maxwell Arb
Farm Tech Certification	Agriculture class	Maxwell Arb	Tim App	PD to be held 4 times.	The number of students receiving industry certification.	Maxwell Arb

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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
CIW Web Foundations Associate	Understanding of Internet Business, data networking, and web design.	School Funds	$16,500
			$16,500 **Subtotal:**
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
CIW Training	Teachers receive training and certification in CIW	School Funds	$1,500
Farm Tech Training	Provides instructor with knowledge and tools of curriculum implementation	School Funds	$250
			$1,750 **Subtotal:**
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of CTE Goal(s)

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Additional Goal(s)

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal			Better Placement of students in classes	Making sure that students want to earn college credit and are of the caliber to engage in rigorous college work.	1.1.Administration	Teacher input PLC Guidance	1.1.AP Exams
Additional Goal #1: Colonial High School increases the AP Exams percentage of students earning a 3 or higher on an Advanced Placement Examination. AVID will also increase the percent of students taking AVID elective classes	2012 Current Level :* **In July 2012 35% of the student taking AP exams scored a 3 or higher. 20% of students from middle school did not continue with AVID**	2013 Expected Level :* By July 2013 40% of the students taking AP exams should score a 3 or higher. Increase AVID students by 25%					
			1.2.Knowledge of program	1.2.Increase awareness Provide more informational sessions	1.2.administration	1.2.Comuunity awareness	1.2.Number of students
			Trained Teachers	Train more than one teacher in each content area to ensure there is always a person that know how to teach such classes	administration	People who attend training	AP trained staff

Additional Goals Professional Development

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

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

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

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
$15,386.00Total:
CELLA Budget
Total:
Mathematics Budget
$1.00Total:
Science Budget
Total:
Writing Budget
$21,960.00Total:
Civics Budget
Total:
U.S. History Budget
Total:
Attendance Budget
$1,398.00Total:
Suspension Budget
Total:
Dropout Prevention Budget
Total:
Parent Involvement Budget
Total:
STEM Budget
Total:
CTE Budget
$18,250.00Total:
Additional Goals
$56,995.00Total:
Grand Total:

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Differentiated Accountability

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

School Differentiated Accountability Status		
☐Priority	☐Focus	☐Prevent

Are you reward school? ☐Yes   ☐No
(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

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

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

☒ Yes   ☐ No

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

Describe the activities of the SAC for the upcoming school year.
The SAC will be meeting once a month and will be reviewing the 2012-13 School Improvement Plan. The SAC committee will also have the opportunity to provide input and suggestions regarding the school Improvement plan.

Describe the projected use of SAC funds.	Amount

The use of SAC funds will be for registration costs for teacher training and development. For instance, we will send at least 20 teachers to the AVID Summer institute.	$20,000