FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012 – 2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Freeport High School	District Name: Walton
Principal: Shirley Foster	Superintendent: Carlene H. Anderson
DAC Chair: Dixie Burge	Date of School Board Approval: 11 September 2012

Student Achievement Data:

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.)
Adequate Yearly Progress (AYP) Trend Data (Use this data to complete Sections 5A-5D of the reading and mathematics goals and Section 3A-3D of the writing goals.)
Florida Comprehensive Assessment Test (FCAT) Trend Data (Use this data to inform the problem-solving process when writing goals.)

Highly Qualified Administrators

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

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 (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Shirley Foster	**Degrees:** Masters in Educational Leadership, Administration B.A. Secondary English **Certifications:** Educational Leadership(all Levels) Secondary English(7-12)	4	11	**Seaside Neighborhood School:** 1999-2000 School Grade :A AYP: Yes 2000-2001 School Grade: A AYP: Yes 2001-2002 School Grade: A AYP: Yes 2002-2003 School Grade: A AYP: Yes 2003-2004 School Grade: A AYP: Yes 2004-2005 School Grade: A AYP: Yes 2005-2006 School Grade: A AYP: Yes 2006-2007 School Grade: A AYP: Yes **Bay Elementary School:** 2007-2008 School Grade: A AYP: No **Freeport High School:** 2008-2009 School Grade: B AYP: No 2009-2010 School Grade: C AYP: No 2010-2011 School Grade: B AYP: No 2011-2012 School Grade:
Assistant Principal	Josh Harrison	**Degreees:** Masters in Educational Leadership B.A. Educational Studies **Certifications:** Educational Leadership(all levels)	0	0	NA

		Mathematics (6-12)			
		Business(6-12)			

Highly Qualified Instructional Coaches

List your school's highly qualified 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 performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). 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 (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
NA					

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Advertise positions throughout the county and seek out those teachers that are highly qualified	Principal	On-going	
2. Hire only highly qualified teachers	Principal	On-going	
3. Designate mentors for new teachers	Principal	On-going	
4. Provide professional development opportunities to retain highly qualified teachers	Principal, PLF	On-going	

5. Provide supporting professional development opportunities to assist those teachers who are no longer highly certified due to assignment changes	Principal, PLF	On-going	
6. Individual meetings with new teachers to address questions/concerns for the teacher and administration regarding the classroom.	Principal	On-going	

Non-Highly Qualified Instructors
List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Shaun Arntz	Temporary	Physical Education, OJT	Paired with a mentoring teacher to aide with passing the certification exam
Jennifer Burnham	Temporary	Language Arts	Paired with a mentoring teachers according to the guidelines in the teacher mentoring program

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 Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
25	4%(1)	12%(3)	36%(9)	48%(12)	56%(14)	92%(23)	24%(6)	8%(2)	16%(4)

Teacher Mentoring Program

Freeport High School pairs new and struggling teachers with experienced teachers in order to give them guidance. (Struggling teachers are identified by their final evaluation.) There is a new teacher checklist, which requires the new teachers to obtain signatures of the appropriate people confirming that they have received pertinent information (policies, procedures, school improvement plan, etc.) New teachers are also supplied with a handbook on the First 100 Days of Teaching. New teachers are encouraged to observe classes during their planning period and ask questions as necessary. The mentor teacher is the contact for new information dissemination and training on Focus, DEA, and any other information they might need.

At the beginning of the school year, new and struggling teachers will be paired with mentor teachers (usually the department chair) and they will meet once per week for the first month. These meetings will be used to discuss problems and address questions and will be documented by the mentor teacher. During the school year, these pairs will meet on an as-needed basis. A mid-year and final evaluation will be completed by the new/struggling teachers and the mentor teachers as to the effectiveness of the program and any suggestions they may have for improvement.

Freeport High School will encourage all teachers to spend an average of 30 minutes of their planning period each week observing other teachers. This will be documented and turned in to the department chair at the end of each nine weeks.

The principal is responsible for the implementation and the evaluation of the teacher mentoring program (documentation of meetings), and for pairing struggling teachers with their mentor, and monitoring progress of the program. A final evaluation will be filled out by the new/struggling teachers at the end of each semester to review the effectiveness of the program and make modifications as necessary.

Please describe the school's teacher mentoring program 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
Sharie Smith	Shaun Arntz	Needs to pass certification exam	Tutoring to assist in passing the certification exam
Donna Simmons	Jennifer Burnham	First year teacher	All steps of the 1st year teacher mentoring program, as described above.

PAEC UTILIZATION

Freeport High School participates in services and activities provided by the Panhandle Area Educational Consortium, our regional service agency (F.S. 1001.451 F.S.). Our school selects services and activities based on goals, objectives and strategies set forth in the School Improvement Plan which allows us to maximize resources, enhance support services and expand communication with other schools.

Response to Instruction/Intervention (RtI)

School-Based RtI Team
Shirley Foster and Josh Harrison, principal and TSA(assistant principal): Provide explanations and training of RtI, ensure it is being implemented, schedule meetings, collect documentation
Jessica Obert, guidance: Communicate with parents regarding school-based RtI plans and activities, assist with whole school screening programs that provide early intervening services for children who are "at-risk", link child –serving and community agencies to the schools and families to support the academic, emotional, behavioral, and social success of these students
Joyce Harp, ESE: Help with collecting student data, integrate core instructional activities/materials into Tier 3 instruction, collaborate with general education teachers
Tracy Nick (Social Science and reading) and **Cindy Messer** (reading): Provide guidance on Reading Plan, help with data collection and analysis, help with implementation of Tiers 1-3, evaluate research based intervention approaches, assist with students who are at-risk
April Adams (math), Gloria Miller (math), Charles Trotman (science), general education teachers: Provide information about core instruction, help with student data collection, deliver Tier 1 instruction/intervention, collaborate with other faculty/staff to help deliver Tier 2 interventions and integrate Tier 1 instruction with Tier

2/3 activities

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

The RtI Team will develop and maintain a problem-solving system to help improve the performance of all students at FHS as well as the teachers' instructional methods.

The RtI team will meet monthly, as needed, to review screening data, monitor progress, identify at-risk students as well as those meeting/exceeding benchmarks, and help teachers with professional development, resources, and effective practices.

An overview of RtI will be given to the entire faculty during preplanning and at least once a month RtI will be reviewed with the entire faculty during faculty meetings.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The RTI Team communicates with the School Improvement Team on a regular basis to establish procedures and practices that will target academic and social/emotional needs of students that should be addressed. Since student success is tied to the successful completion of the academic goals in the school improvement plan, the plan incorporates strategies that are supported by the RTI Team. To avoid duplication, the SIT will implement Tier I interventions since this is part of the established SIT plan in collaboration with the RtI Leadership Team.

RtI Implementation

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

Baseline Data: FCAT, Teacher made Pre-tests, Discovery Education Assessment(Think Link)
Midyear: Discovery Education Assessment(Think Link)
End of year: , FCAT, EOC, Discovery Education Assessment(Think Link)

Data sources for Tier I include: FCAT, teacher generated classroom assessments, and state End of Course exams. Data Sources for Tier II include: teacher feedback, Dashboard, FCAT data, FCIM assessments, Discovery Education Assessments, and FCAT retake scores.

Describe the plan to train staff on RtI.

RtI training is an ongoing process that is being facilitated through PLCs and faculty meetings.   All faculty members will be participating in a learning community integrating the different disciplines. Instructions and plans for the entire year will be given to all staff during training and procedures will be set in place for how to incorporate assessments into classes and record data for those students on the different tiers.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).   *Shirley Foster(principal), Carla Hunt(media specialist), Tracy Nick(social science and reading), Carol Sparks(social science teacher), Linda Trotman(mathematics teacher), Dale Yount(elective teacher)*
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).   *The LLT meets monthly and examines data and discusses progress in the reading classes and addresses literacy problems that teachers see at FHS. We discuss methods and ideas for improvement in school-wide approaches to reading strategies which would help in all classroom subjects.*
What will be the major initiatives of the LLT this year?   *To continue to collect school reading data and analyze data to determine the greatest need to address for improvement. Motivation and engagement continue to be the issues identified as needing attention. The team will use the outcomes from last year's Lesson Study to inform teachers and drive instruction. The team will continue to review data, as it is available, from the ongoing Lesson Study. The literacy team will work closely with the Parent Involvement Committee (PIC) to determine how the students will be recognized for achievement.*

2012-2013 School Improvement Plan (SIP)-Form SIP-1
NCLB Public School Choice

- **Notification of School in Need of Improvement (SINI) Status**
  Upload a copy of the Notification of SINI Status to Parents in the designated upload link on the "Upload" page.

- **Public School Choice with Transportation (CWT) Notification**
  Upload a copy of the CWT Notification to Parents in the designated upload link on the "Upload" page.

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

*Grades 6-12 Only Sec. 1003.413(b) F.S
For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

All teachers will be responsible for documenting at least one reading strategy in their lesson plans each week and English, science and social studies teachers will require students to read at least one outside novel each semester. Many of the faculty is trained in NGCAR-PD and others will be trained through the NGCAR-PD PLC this year. This process will continue until all faculty members are NGCAR-PD certified, which will ensure all teachers understand their role in teaching reading and how to incorporate appropriate strategies into their curriculum.

*High Schools Only

Note: Required for High School- Sec. 1008.37(4), F.S., Sec. 1003.413(g)(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?

FHS offers elective courses in art, business, technology, and career study. In career studies, OJT (on the job training) is beneficial to students as they get real world training before graduation. Students can also attend WCDC (Walton Career Development Center) part time, which offers them training in a particular job field. FHS has instituted FAIT (Freeport Academy of Informational Technology), which will allow students to receive industry certifications as well as college credit in technology related fields.

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?

FHS offers elective courses in art, business, technology, and career study which tend to focus on job skills, which makes students' courses of study personally

meaningful. OJT (on the job training) is beneficial to these students, also, as they get real world training before graduation. Students can also attend WCDC (Walton Career Development Center) part time, which offers them training in a particular job field. FHS has instituted FAIT (Freeport Academy of Informational Technology), which will allow students to receive industry certifications as well as college credit in technology related fields.

Students are placed in a FACT (Freeport Academic and Career Time) class when they enter FHS. The student remains with the same teacher/advisor throughout high school and it is here where students can focus on the direction of their education. The FACT teacher works very closely with each student to ensure that the proper courses are being taken to get them ready for graduation, obtaining Bright Futures, etc... Teachers work from 3- 8 pm two evenings in the spring to personally meet with parents to go over their students' schedules for the following year. During these meetings, the teacher/advisor goes over the students' 4 year plan at FACTS.org. The advisor discusses personal interests, plans, etc. with both student and parent to assure the students are getting what they need.

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.

- Students will meet with guidance to discuss their credits and graduation options, including standard diploma and GED exit option.
- Seniors will receive 9 week updates, from the guidance counselor, on credits, ACT and SAT scores, GPA, Bright Futures, FCAT, and other graduation requirements.
- All tested subject areas will provide intensive FCAT reviews prior to testing.
- Students below level 3 will be placed in courses providing remediation.
- Students will have access to computer labs where they can utilize FCAT Explorer.
- ACT registration forms will be placed in all FHS registration packets.
- 11th grade students will complete ACT registration packets during FACT, with the guidance of FACT advisors, to encourage students to test early.
    - Teachers and the guidance counselor will inform all students of PSAT, SAT, ACT and FCPT registration deadlines and test dates.
    - The PSAT will be given to all 9th, 10th and 11th graders.
- All students will be given the opportunity to take the PLAN test in preparation for the ACT.
- ACT study guides will be available through the FHS guidance department.
- Students will be made aware of ACT practice and sample tests and will have access to computer-based practice tests in school computer labs.
- There will be at least 2 after school sessions per month for students to prepare for ACT/SAT.
- All 11th and 12th grade students will be required to take at least one core curriculum class each year to help ensure college readiness.

- Core curriculum teachers will recommend students for honors and dual enrollment courses.
- Students that do not have an ACT score on file will be provided transportation to take the PERT so that they may be eligible for dual enrollment courses.
- The PERT will be administered to all 11th graders.
- Students not meeting the ACT, SAT or PERT college readiness scores will be scheduled in the appropriate college readiness courses.
- All students and parents will be informed of dual enrollment courses through the registration process with FACT advisors.
- Administration, Guidance and Advanced Placement faculty will continue to meet with community members and parents of current and incoming AP students to discuss the rigor and benefits of the program.
- Administration and guidance will continue to visit the feeder middle school to orient students on the available opportunities and programs of study.
- Parent workshops will be held in conjunction with school improvement meetings to give parents vital information pertaining to ACT prep and testing strategies.

District Strategies in Support of School Goals

- District staff, school staff and educational consultants will be utilized to determine effective strategies for improving performance within the African-American, Hispanic and Students with Disabilities subgroups.
- The District will continue to employ outside consultants to assist in curriculum alignment strategies (as funding allows).
- The District will recruit and retain employees who are highly qualified.
- The District will assist schools in determining appropriate and effective interventions to assist students in meeting academic and behavioral goals, including professional development and the implementation of the Problem Solving/Positive Behavioral Support/Response to Intervention Model.
- The District will use its resources and personnel to develop a continuum of learning which enables all students to make annual learning gains.
- The District will continue to develop more uniform and timely data collection strategies to assist schools in making data-based instructional decisions.
- The District will continue to offer and expand quality professional development to provide appropriate strategies and activities to support common curricular initiatives.
- The District will continue to assist schools in the establishment of effective credit recovery systems.
- The District will utilize a curriculum review team to monitor fidelity of instruction to focus upon rigor and relevance.
- The District will support school efforts to identify and meet parent and community expectations and work to develop a unified district approach.
- The District will develop an accountability procedure to ensure fidelity to the Student Progression Plan.
- The District will work to expand the teacher orientation and mentoring programs.

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
1. Students achieving proficiency (FCAT Level 3) in reading Reading Goal #1:			1.1.	1.1 All students will receive guided instruction using informational text Tier Two students will receive small group instruction Tier Three students will receive one on one instruction	1.1 Administration English Chair Science Chair Social Studies Chair	1.1 Evaluate individual student progress on tests, projects, and activities	1.1 Pre/post tests and DEA for student progress Lesson Study Springboard Curriculum
Overall school proficiency in	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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

reading will meet the Adequate Yearly Progress requirements of the No Child Left Behind Act.	**9th grade: 60%(59)** **10th grade: 45%(34)**	**9th grade: 65%(65)** **10th grade: 50%(45)**					
				1.2 English, Science, and Social Studies teachers will require one piece of informational text per semester to be read by students. Tier two and three students will receive outside assistance as needed per teacher/student/parent conference	1.2 English, Science, and Social Studies teachers	1.2 Review student projects and activities using a rubric	1.2 Student work samples
				1.3 Teachers will administer Discovery Education Assessment prescriptive tests to all tier one, two, and three students in 9th and 10th grades.	1.3 English teachers	1.3 Student progress on DEA reading assessments, teacher anecdotal notes	1..3 Classroom, lesson plan observation/evaluation and DEA prescriptive tests
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 achieving above proficiency (FCAT Levels 4 and 5) in reading Reading Goal #2:			2.1.	2.1. Using Webb's Model, ACT practice tests, AVID curriculum and KAPLAN online, teachers will focus on college readiness skills.	2.1. Classroom teachers and school principal	2.1. ACT pre/post tests, PSAT scores, KAPLAN pre/post tests, DEA results	2.1. National ACT Exam KAPLAN Test Scores FCAT Exam
The school will provide enrichment and extension opportunities to promote continued growth among students performing at high levels.	2012 Current Level of Performance:* **9th grade: 27%(27)** **10th grade:**	2013 Expected Level of Performance:* **9th grade: 30%(30)** **10th grade:**					

	28%(16)	30%(27)					
				2.2. Students taking AP or honors classes will be required a minimum of two summer reading novels coinciding with critical thinking assignments.	2.2. Classroom Teachers	2.2. Pre/Post Test Evaluation Teacher's anecdotal notes Classroom Observation/Grade	2.2. National Advanced Placement Exam FCAT scores Classroom Grade
				2.3 Offer student enrollment opportunities in Dual Enrollment courses in Science and Social Science. In addition, honors and Advanced Placement will be offered.	2.3 Classroom teachers Guidance counselor	2.3 Pre/Post Test Evaluation Teacher's anecdotal notes Classroom Observation/Grade	2.3 National Advanced Placement Exam FCAT scores Classroom Grade Receipt of college credit
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. Percentage of students making Learning Gains in reading Reading Goal #3:			3.1.	3.1 All students scoring level 1 or level 2 on FCAT Reading will be scheduled into an intensive reading class. Tier two students will receive small group instruction Tier three students will receive one on one instruction	3.1 Principal School Improvement Chair, Guidance Counselor, and TSA	3.1 Review DEA and FCAT results	3.1 DEA and FCAT scores
The school will provide quality instruction, remediation and enrichment opportunities so that all students make continuous progress towards performing at high levels.	2012 Current Level of Performance:* 9th grade: 48%(39) 10th grade:	2013 Expected Level of Performance:* 9th grade: 50%(50) 10th grade:					

	44%(27)	50%(45)					
			3.2.	3.2 All tiers of students will access online reading skills software tailored to their specific weaknesses targeting areas of FCAT content focus Tier two students will receive small group instruction Tier three students will receive one on one instruction	3.2 Teacher	3.2 Teacher observation Immediate online feedback regarding accuracy of answer	3.2 FCAT, DEA scores
			3.3.	3.3 All students will receive guided instruction in independent reading strategies using informational and non-fiction passages. Tier two students will receive small group instruction Tier three students will receive one on one instruction	3.3 Classroom teacher	3..3 Pre & Post test FCAT & DEA	3.3 FCAT & DEA scores
			3.4	3.4 Freeport High School will recognize students who have displayed academic excellence through FCAT, FCAT Writes!, Excellence in Accelerated Reading, and DEA.	3.4 Classroom Teachers	3.4 FCAT Accelerated Reader DEA	3.4 FCAT Accelerated Reader Scores DEA Scores
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. Percentage of students in Lowest 25% making learning gains in reading <u>Reading Goal #4:</u>			4.1.	4.1 All students scoring level 1 or level 2 on FCAT Reading will be scheduled into a reading/English class in a 90 minute block, in order to address reading remediation without the stigma of being placed in an intensive reading class. Tier two students will receive small group instruction Tier three students will receive one on one instruction	4.1 Principal Guidance Counselor	4.1 Review of FCAT data	4.1 FCAT Reading scores

	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The school will take specific actions that target its struggling students and assist them in showing a year's worth of growth from the previous year.	**9th grade- 30%(7)** **10th grade- 33%(5)**	**9th grade: 50%(15)** **10th grade: 50%(12)**				
			4.2.	4.2 Student and teacher will analyze student's FCAT and DEA scores. Teacher will tailor instruction and tutoring according to student's strengths and weaknesses.	4.2 Principal	4.2 Review of student achievement on FCAT and DEA	4.2 FCAT and DEA scores
			4.3	4.3.	4.3.	4.3.	4.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5A:	**Reading Goal #5A: Ethnicity** (White, Black, Hispanic, Asian, American Indian)		5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1.	5A.1.	5A.1.	5A.1.
NA	2011 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian:	2012 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:					
			5A.2.	5A.2.	5A.2.	5A.2.	5A.2.
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5B:	**Reading Goal #5B: English Language Learners (ELL)**		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
NA	2011 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2012 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5C:	**Reading Goal #5C: Students with Disabilities (SWD)**		5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
NA	2011 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2012 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

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

5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5D:	Reading Goal #5D: Economically Disadvantaged		5D.1.	5D.1 Freeport High School will furnish each classroom teacher with paper, pencils, pens, and folders to disburse at teacher's discretion.	5D.1 Classroom teachers	5D.1 Student participation Student performance	5D.1 Teacher records Student performance Student participation
Overall school proficiency in reading will meet the Adequate Yearly Progress requirements of the No Child Left Behind Act.	**2011 Current Level of Performance:*** *9th grade-* *10th grade-*	**2012 Expected Level of Performance:*** *9th grade-* *10th grade*					
			5D.2.	5D.2 Student and teacher will analyze student's FCAT and DEA scores. Teacher will tailor instruction and tutoring according to student's strengths and weaknesses.	5D.2 Principal	5D.2 Review of student achievement on FCAT	5D.2 FCAT
			5D.3.	5D.3 Teachers will administer Discovery Education Assessment (Think Link) prescriptive tests to students in 9th and 10th grades, along with 11th and 12th students who have not passed the FCAT.	5D.3 English and Reading teachers	5D.3 Student progress on reading tests, lesson plans	5D.3 Classroom, lesson plan observation/evaluation and Think Link prescriptive tests.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
AVID Summer Institute	9-12	AVID facilitators	Selected faculty	July 9-11	ePDC/ Principal observation	Shirley Foster
AP	9-12	AP facilitators	Donna Simmons	June 25-28	ePDC/ Principal observation	Shirley Foster
SpringBoard	9-12	SpringBoard facilitator	Jessica Puig	July 30- Aug. 1	ePDC/Principal observation	Shirley Foster

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

Reading 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
2.1	Kaplan ACT English and Reading workbooks	School Improvement	60 @ $18.00
		Subtotal:	$1080.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
2.1	Kaplan licenses	School Improvement	60 @ $29.00
		Subtotal:	$1740.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
Other			
Strategy	Description of Resources	Funding Source	Amount
		Subtotal:	
		Total:	$2820.00

End of Reading Goals

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

Mathematics Goals

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

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. Students achieving proficiency (Level 3) in mathematics Mathematics Goal #1: Overall school proficiency in mathematics will meet the Adequate Yearly Progress requirements of the No Child Left Behind Act.	**2011 Current Level of Performance:*** *Algebra I: 75%(57)* *Geometry: 50%(38) (in top 3rd)* *86%(65) (in top 2/3 rds)*	**2012 Expected Level of Performance:*** *Algebra I: 85%(85)* *Geometry: 80%(16) (level 3 or above)*	1.1. Student motivation, transportation and scheduling.	1.1. Tier I Math teachers will provide time for students to receive extra help before, during and after school. Tier II: Students will be required to attend tutoring sessions before, during or after school. Tier III: Students will be placed in a remedial math class and will receive individualized instruction.	1.1. Department Chair	1.1. Evaluation of EOC and DEA exam scores, pre- and post-tests and tutoring logs	1.1. EOC and DEA exam scores, pre-and post-test scores and tutoring logs
			1.2. Time	1.2. Math teachers will utilize the parent portal in FOCUS to communicate regularly with parents and guardians about extra help, student grades and attendance.	1.2. Department Chair	1.2. Collection of logs, parent surveys	1.2. Contact logs and site monitoring
			1.3. Lack of professional development and time	1.3. Teachers will plan weekly to use formative assessment tools in the classroom.	1.3. Department Chair	1.3. Evaluation of EOC and DEA exam scores, and classroom performance	1.3. lesson plan books and teacher documentation
			1.4 Student motivation and student effort	1.4 DEA test scores will factor into the math courses as a test grade. Teachers will utilize a scale similar to that used to score the EOC for grade.	1.4 Individual Classroom Teacher	1.4 Evaluation of final student grade and EOC exam scores	1.4 EOC exam scores and FOCUS grade book
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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

2. Students achieving above proficiency (Levels 4 and 5) in mathematics Mathematics Goal #2:						
The school will provide enrichment and extension opportunities through dual enrollment and honors courses, and ACT practice and tutoring, to promote continued growth among students performing at high levels.	**2011 Current Level of Performance:***	**2012 Expected Level of Performance:***	2.1. Scheduling of courses and staffing	2.1. Math teachers will recommend students for honor and dual enrollment courses based on test scores and observed ability.	2.1. Department Chair	2.1. The number of students taking advanced courses	2.1. FOCUS or MIS
	Alg. I: 24%(18)	**Alg. I: 30%(30)**					
			2.2. NA	2.2. ACT practice sessions and regular tutoring hours will be provided.	2.2. Department Chair	2.2. Evaluation of EOC exam scores and ACT test results	2.2. EOC exam scores and ACT results
			2.3 Student motivation and student effort	2.3 DEA test scores will factor into the math courses as a test grade. Teacher will utilize a scale similar that used to score the EOC for grade.	2.3 Individual Classroom Teacher	2.3 Evaluation of final student grade and EOC exam scores	2.3 EOC exam scores and FOCUS grade book

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. Percentage of students making learning gains in mathematics (excluding 9th grade; learning gains will not be available for this grade) Mathematics Goal #3:			3.1. Transportation	3.1. Teachers will provide students with various opportunities for extra help and enrichment (before, during and after school).	3.1. Department Chair.	3.1. Comparison of tutoring logs with grades	3.1. Tutoring logs, grade improvement
The school will provide quality instruction, remediation and	**2011 Current Level of Performance:***	**2012Expected Level of Performance:***					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
			3.2. NA	3.2. Teachers will provide appropriate instruction and interventions based on analysis of individual student data.	3.2. Principal, assistant	3.2. Classroom walkthroughs/observations	3.2. Classroom walkthroughs/observation evaluation data
			3.3 Student motivation and student effort	3.3 DEA test scores will factor into the math courses as a test grade.	3.3 Individual Classroom Teacher	3.3 Evaluation of final student grade and EOC exam scores	3.3 EOC exam scores and FOCUS grade book

			Teacher will utilize a scale similar that used to score the EOC for grade.			
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. Percentage of students in Lowest 25% making learning gains in mathematics Mathematics Goal #4:			4.1. Transportation and funding.	4.1. Students will be given the opportunity to participate in an intensive after school review prior to EOC exams.	4.1. Department Chair	4.1. Evaluation of EOC exam scores	4.1. EOC exam scores
Overall school proficiency in mathematics will meet the Adequate Yearly Progress requirements of the No Child Left Behind Act.	2011 Current Level of Performance:* *67%(59)* *88 tested*	2012 Expected Level of Performance:* *75%(75)* *99 to test*					
			4.2. Master schedule and staffing	4.2. Students that did not receive Alg. 1 credit and pass the EOC exam will be placed in Alg. I A and Alg. I B.	4.2. Department Chair and Guidance Counselor	4.2. Evaluation of EOC exam scores and coursework	4.2. EOC exam scores and class grades
			4.3.	4.3.	4.3.	4.3.	4.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5A:	**Mathematics Goal #5A: Ethnicity** (White, Black, Hispanic, Asian, American Indian)		5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1.	5A.1.	5A.1.	5A.1.
NA	2011 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian:	2012 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:					

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

		5A.2.	5A.2.	5A.2.	5A.2.	5A.2.
		5A.3.	5A.3.	5A.3.	5A.3.	5A.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
5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5B: *NA*	**Mathematics Goal #5B: English Language Learners (ELL)**	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
	2011 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2012 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*				
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
		5B.3	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5C: *NA*	**Mathematics Goal #5C: Students with Disabilities (SWD)**	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
	2011 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2012 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.

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

		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. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5D: Overall school proficiency in mathematics will meet the Adequate Yearly Progress requirements of the No Child Left Behind Act.	**Mathematics Goal #5D: Economically Disadvantaged** 2011 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* / 2012 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*	5D.1. Time.	5D.1. Math teachers will communicate regularly with parents and guardians. Parents will have access to the parent portal in FOCUS, which will be updated regularly about extra help, student grades, and any other pertinent information, such as attendance (absences and tardiness).	5D.1. Department Chair	5D.1. Contact logs, letters and site monitoring	5D.1. Contact logs, signed letters, and FOCUS
		5D.2. Student motivation and student effort.	5D.2. DEA test scores will factor into math courses as a test grade.	5D.2. Individual Classroom Teachers	5D.2. Evaluation of final student grade	5D.2. FOCUS Grade book
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
AVID Summer Institute	9-12	AVID facilitators	Selected faculty	July 9-11	ePDC/ Principal observation	Shirley Foster

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

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0
			Total: 0

End of Mathematics Goals

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

Science Goals

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

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. Students achieving proficiency (FCAT Level 3) in science Science Goal #1:			1.1. Abstract terms and concepts connected to the following scientific standards: Heredity Genetics Molecular These barriers are based on DEA results	1.1. Use DEA probes to create formative assessments.	1.1. Individual teachers	1.1. Percentage increase from the first diagnostic test	1.1. DEA and EOC scores
Overall school proficiency in science will meet the 10% safe harbor expectations outlined in the No Child Left Behind Act.	2011 Current Level of Performance:* **Biology:** **41%(35)** **(in top 3rd)** **79%(67)** **(in top 2/3 rds)**	2012 Expected Level of Performance:* **Biology:** **51%(47)** **Level 3 or above**					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students achieving above proficiency (FCAT Levels 4 and 5) in science Science Goal #2:			2.1. Number of students enrolling in class	2.1. Provide differing courses at a more rigorous level: for example Physics AP Environmental Science Anatomy Physiology Chemistry Honors	2.1. Individual teachers	2.1. Number of students enrolled in classes	2.1. MIS data
The school will provide enrichment and extension opportunities to promote continued growth among students performing at high levels.	2011 Current Level of Performance:* **Data not available**	2012 Expected Level of Performance:* **Biology: 25%(23)**					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
AVID Summer Institute	9-12	AVID facilitators	Selected faculty	July 9-11	ePDC/ Principal observation	Shirley Foster

Science Budget (Insert rows as needed)

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

			Subtotal: 0
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0
			Total: 0

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents next to the percentage (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

1. Students achieving Adequate Yearly Progress
(FCAT Level 3.0 and higher) in writing

Writing Goal #1:
1.1.
N/A

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

1.1.
Sophomores will receive direct instruction and practice in FCAT Writing format and technique.
1.1.
 Sophomore English Teacher and the English Department Chair
1.1.
 Progress monitoring through classroom writing assignments

1.1.
 FCAT Writing Rubric

Final FCAT Writing Scores

  Overall school proficiency in writing will meet the expectations of the No Child Left Behind Act.

2012 Current Level of Performance:*
2013 Expected Level of Performance:*

88%(65)

92%(83)

*based on 10th grade enrollment of 90 students

2012 Current Level of 4 Performance:*	2013 Expected Level of 4 Performance:*
50%(37)	75%(67) *based on 10th grade enrollment of 90 students

Schools whose current level of performance meets the 90% proficiency level will meet the NCLB safe harbor goal of a 1% increase or more

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

1.2.
All students have numerous opportunities for interdisciplinary writing using formative assessments to determine areas to improve individual performance.
1.2.
All Language Arts, science and social studies teachers
1.2.
Progress monitoring through classroom writing assignments using formative assessments in Language Arts classes, Science and Social Studies classes
1.2.
In addition to the FCAT specific writing practice within their Sophomore English class, students will meet the overall word count requirements per core department.
General English, Social Studies, Science, and Math courses – 1,000 words; Honors/AP courses – 2,000 words; Dual Enrollment courses as specified by NWFSC

1.3.
Master schedule and staffing
1.3.
Incoming 9th & 10th grade students that failed FCAT Writing will be placed in a Creative Writing I or II class.

1.3.
Guidance Counselor
1.3.
Review of 10th grade FCAT writing results
1.3.
FCAT Writing Scores

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

2A. Student subgroups not making Adequate Yearly Progress (AYP) in writing

Writing Goal #2A:
Writing Goal #2A:
Ethnicity
(White, Black, Hispanic, Asian, American Indian)

2A.1.
White:
Black:
Hispanic:
Asian:
American Indian:

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

2A.1.
2A.1.
2A.1.
2A.1.

NA

2012 Current Level of Performance:*
2013Expected Level of Performance:*

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

2A.2.
2A.2.
2A.2.
2A.2.
2A.2.

2A.3.
2A.3.
2A.3.
2A.3.
2A.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

2B. Student subgroups not making Adequate Yearly Progress (AYP) in writing

Writing Goal #2B:
Writing Goal #2B:
English Language Learners (ELL)

2B.1.

3B.1.
2B.1.
2B.1.
2B.1.

NA

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

2012 Current Level of Performance:*
2013 Expected Level of Performance:*

Enter numerical data for current level of performance in this box.
Enter numerical data for expected level of performance in this box.

2B.2.

2B.2.
2B.2.
2B.2.
2B.2.

2B.3.

2B.3.
2B.3.
2B.3.
2B.3.

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

2C. Student subgroups not making Adequate Yearly Progress (AYP) in writing

Writing Goal #2C:
Writing Goal #2C:
Students with Disabilities (SWD)

2C.1.

2C.1.
2C.1.
2C.1.
2C.1.

NA

2012 Current Level of Performance:*
2013 Expected Level of Performance:*

Enter numerical data for current level of performance in this box.
Enter numerical data for expected level of performance in this box.

2C.2.

2C.2.
2C.2.

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

2C.2.
2C.2.

2C.3.

2C.3.
2C.3.
2C.3.
2C.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

2D. Student subgroups not making Adequate Yearly Progress (AYP) in writing

Writing Goal #2D:
Writing Goal #2D:
Economically Disadvantaged

2D.1.
NA

2D.1.
Sophomores, regardless of economic status, will complete
 at least 3 writing assignments specific to FCAT Writing including writing strategies and techniques.
2D.1.
 All Sophomore Teachers and Department Chairs
2D.1.
Progress monitoring through classroom writing assignments
2D.1.

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

FCAT Writing Rubric

Final FCAT Writing Scores

Creative Writing Rubrics

Overall school proficiency in writing will meet the expectations of the No Child Left Behind Act.

2012 Current Level of Performance:*
2013 Expected Level of Performance:*

<mark>*Enter numerical data for current level of performance in this box.*</mark>
<mark>*Enter numerical data for expected level of performance in this box.*</mark>

2D.2.
 NA

2D.2.
All students have at least 3 assignments in interdisciplinary writing.
2D.2.
All Department Chairs
2D.2.
Progress monitoring through classroom writing assignments
2D.2.
In addition to the FCAT specific writing practice within their Sophomore English class, students will meet the overall word count requirements per core department.
General English, Social Studies, Science, and Math courses – 1,000 words; Honors/AP courses – 2,000 words; Dual Enrollment courses as specified by NWFSC

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.

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
AVID Summer Institute	9-12	AVID facilitators	Selected faculty	July 9-11	ePDC/ Principal observation	Shirley Foster

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: 0
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

			Subtotal: 0
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0
			Total: 0

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents next to the percentage (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 Attendance Goal #1:	1.1.	1.1. Students who miss 10 or fewer days of school for the entire school year will have an opportunity to win a $100 gift card. Any and all absences must be excused absences. Students who have received in –school or out-of –school suspensions are ineligible. Students will be randomly chosen and awards will be given on the 9-11 awards day (graduating seniors will be	1.1. Attendance Committee	1.1. Review of MIS attendance data	1.1. MIS attendance report

				eligible even though they may have completed school by the awards day). Students must be enrolled an entire semester to have that semester count towards eligibility. Students with more than five absences in one semester will be ineligible.			
Student attendance will improve as a result of *implementing* PBS strategies that will consist of school wide positive rewards.	2011 Current Attendance Rate:*	2012 Expected Attendance Rate:*					
	96.29%	*97%*					
	2011 Current Number of Students with Excessive Absences (10 or more)	2012 Expected Number of Students with Excessive Absences (10 or more)					
	20%(68)	*18%(63)* *based on enrollment of 350*					
	2011 Current Number of Students with Excessive Tardies (10 or more)	2012 Expected Number of Students with Excessive Tardies (10 or more)					
	NA	*NA*					
			1.2. NA	1.2. Students with 0-1 day absence, within a 9 week grading period, will receive a reward of a letter grade (10 points) added to lowest test grade for 9 weeks. These students will receive activity passes. Students with 2-3 days absent, within a 9 week grading period, will receive a reward of a letter grade (10 points) added to lowest test grade for 9 weeks.	1.1. All classroom teachers and Attendance steering committee	1.1. Review of all attendance data	1.1. MIS/FOCUS attendance data

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

<table>
<tr><td colspan="7" align="center">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.</td></tr>
<tr><td>PD Content /Topic and/or PLC Focus</td><td>Grade Level/Subject</td><td>PD Facilitator and/or PLC Leader</td><td>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</td><td>Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</td><td>Strategy for Follow-up/Monitoring</td><td>Person or Position Responsible for Monitoring</td></tr>
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</table>

Attendance Budget (Insert rows as needed)

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<tr><td colspan="4">Evidence-based Program(s)/Materials(s)</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Amount</td></tr>
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<tr><td colspan="4" align="right">Subtotal: 0</td></tr>
<tr><td colspan="4">Technology</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Amount</td></tr>
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<tr><td colspan="4">Professional Development</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Amount</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
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<tr><td colspan="4" align="right">Subtotal: 0</td></tr>
<tr><td colspan="4">Other</td></tr>
<tr><td>Strategy</td><td>Description of Resources</td><td>Funding Source</td><td>Amount</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="4" align="right">Subtotal: 0</td></tr>
<tr><td colspan="4" align="right">Total: 0</td></tr>
</table>

End of Attendance Goals

Suspension Goal(s)

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

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

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:			1.1. Lack of communication to students concerning behavior expectations. "Repeat offender" skews the data for this report.	1.1. Seek alternative placement for individuals that consistently violate policies.	1.1. Josh Harrison	1.1. Review of referral data	1.1 Teacher Referrals
Student performance will improve as a result of a decrease in the amount of instructional time lost due to students being suspended	2011 Total Number of In –School Suspensions	2012 Expected Number of In- School Suspensions					
	47	43					
	2011 Total Number of Students Suspended In-School	2012 Expected Number of Students Suspended In -School					
	38	34					
	2011 Number of Out-of-School Suspensions	2012 Expected Number of Out-of-School Suspensions					
	29	26					
	2011 Total Number of Students Suspended Out- of- School	2012 Expected Number of Students Suspended Out- of-School					
	25	22					
			1.2.	1.2. Call parents for dress code violations and minor infractions	1.2 Staff	1.2 Review of student violation log	1.2 Violation log
			1.3. Expectations of discipline	1.3 Utilize alternative discipline	1.3. Josh Harrison	1.3. Review of referral data	1.3 Discipline referral records

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

		from FHS Faculty and Staff.	strategies, such as after school detention and Saturday detention, whenever possible.			
		14. Certain infractions require suspensions per policy. Zero tolerance infractions mandate lengthy suspensions	1.4. Effectively communicate behavioral expectations to students and explain what infractions require suspensions	1.4 Josh Harrison	1.4. Review of referral data	1.4. Discipline referral records

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

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

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: 0
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0
Other			
Strategy	Description of Resources	Funding Source	Amount

			Subtotal: 0
			Total: 0

End of Suspension Goals

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: *Please refer to the percentage of students who dropped out during the 2010-2011 school year.* There will be a decrease in the number of students leaving school without finishing and a concurrent increase in those graduation due to programs that assist them in meeting their specific needs and making substantial academic progress.	2011 Current Dropout Rate:* 2011 Current Graduation Rate:* *Enter numerical data for graduation rate in this box.*	2012 Expected Dropout Rate:* *Enter numerical data for expected dropout rate in this box.* 2012 Expected Graduation Rate:* *Enter numerical data for expected graduation rate in this box.*	1.1. Student's home and family situation may make it difficult for them to meet a regular academic schedule.	1.1. Teenage Parent Program – available to pregnant or parenting teens. Participants must be enrolled in the approved curriculum which is provided and facilitated by the school nurse. Child care may be provided by Okaloosa-Walton child Care Services.	1.1. Guidance Counselor	1.1. Review of data which indicates enrollment of teen parents in the program	1.1. Enrollment data
			1.2. Students may have an over-age or shortage of credits or GPA needed to graduate with their peers.	1.2. Performance-Based Exit Option Model – Student curriculum may be adjusted to allow them to earn a State of Florida High School Performance-Based Diploma	1.2. Guidance Counselor	1.2. Review of student performance and curriculum changes	1.2. Student Data
			1.3.	1.3.	1.3.	1.3.	1.3.

		Students may be significantly behind in the number and type of credits needed to graduate	An on-sight technology credit recovery program will be used for credit recovery for those students maintaining a GPA ≤ 2.0 or have failed a course and need to recover a full credit.	Guidance Counselor	Program data	MIS data
		1.4 Student performance levels may place them at-risk for success for graduation and/or the postsecondary level.	1.4 Target Juniors and Senior students who have not passed FCAT Reading and/or Math, and place them into ACT preparation courses. Have students take the ACT test each of the 4 times it is administered at Freeport High School in order to reach the concordant score for FCAT. Fee waivers are available for students who qualify up to 2 times. If needed, find ways to fund the additional two times. FHS will pay for each junior to take the SAT in an attempt to obtain a concordant passing score for graduation.	1.4 Guidance Counselor ACT/SAT Prep Instructor Administration	1.4 Review of FCAT scores in Reading & Math Review of ACT/SAT – subtest scores	1.4 ACT/SAT score reports FCAT score reports

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

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

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
1.4	ACT registration fee	School Improvement	20 @ $35
			Subtotal: $700.00
Technology			
Strategy	Description of Resources	Funding Source	Amount
1.3	EdOptions licenses	School Improvement	5 @ $740.00
			Subtotal: $3700.00
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: $4400.00

End of Dropout Prevention Goal(s)

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

Parent Involvement Goal(s)

* 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 Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*			1.1. Communication used to reach all parents Parent apathy	1.1. FHS will establish a PIC (Parent Involvement Committee) which will include, but not be limited to, parents, teachers, and community members.	Parental Involvement Committee (PIC)(Sharie Smith, Todd Kallenbach, Terri Shelley, Carla Griffith)	Steering committee members and agendas	Steering committee members and agendas
	2011 Current level of Parent Involvement:*	2012 Expected level of Parent Involvement:*					
Schools will improve the performance of their students by strengthening the partnership	*1.* *38% (123)) of parents completed the climate survey*	*1.* *40%(140) of parents will complete the climate survey*					

	this year. (14.8% last year) *2. 13%(16) disagreed that there is frequent and open communication between parents and school personnel.(same as last year)* *3. 8.9% (11) disagreed that they are aware of the educational goals at the school .(last year 11.5%(6))*	*2.Dissatisfaction will drop to 11%(15)* *3. Dissatisfaction will drop to 8%(11).*				
between the school and its parents.			1.2.	1.2. The PIC will meet at least 4 times between May 2012 and April of 2013 to develop a plan for increasing parental communication/involvement and parents 1	1.2. PIC	1.2. Number of people in attendance, feedback	1.2. Agendas and plan
			1.3.	1.3. The Parent Involvement plan will be introduced to the faculty and staff during a faculty meeting and voted on to assure maximum compliance. .	1.3. PIC	1.3. Faculty Agenda, Final Vote results	1.3. Faculty Agenda, Final Vote results
				1.4. The PIC will create a board to display information prominently at athletic events, open house, orientation, and other major events.	1.4. PIC	1.4. Climate Surveys	1.4. Final Board, Climate surveys

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	PD Participants (e.g. , PLC, subject, grade level, or	Target Dates and Schedules (e.g. , Early Release) and	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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

		PLC Leader	school-wide)	Schedules (e.g., frequency of meetings)		

Parent Involvement Budget

* Please ensure that items included in the Parental Involvement Policy/Plan (PIP) are outlined in the following budget section.

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: 0
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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

			Subtotal: 0
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0
			Total: 0

End of Parent Involvement Goal(s)

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**				
PROJECT-BASED LEARNING		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal Additional Goal #1:		1.1. Current model inhibits next steps to implementation. Contributing factors are the initial District Template and Rubric. These tools have become counter-productive to the flow of the design and thinking process for PBL units.	1.1.1 Implement an online PBL system which allows for instructors to easily select resources and plan units with an electronic format.	1.1.1 School Principal School PBL Facilitators (April Adams and Patsy Stephens)	1.1.1 Review of completed lesson plans in the electronic format	1.11 Principal evaluation of completed lesson plans in the electronic format
Year 4 Implementation	2011 Current Level :* 2012 Expected Level :*					

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

2012-2013 School Year	NA	NA					
				1.1.2 Two PBL facilitators from each school will be trained in the electronic model to redeliver at their school sites.	1.1.2. School Principal School PBL Facilitators (April Adams and Patsy Stephens)	1.1.2. Attendance roster agenda	1.1.2. Teacher reflections
				1.1.3 School administrators will provide professional learning opportunities for their staff. PBL Facilitators will provide training for their staff in the electronic online system.	1.1.3. School Principal School PBL Facilitators (April Adams and Patsy Stephens)	1.1.3. Attendance roster agenda	1.1.3. Teacher reflections
			1.2 Lack of unified knowledge base pertaining to the new electronic online system.	1.2.1 Principals will participate in a District overview of the online electronic tool for PBL and methods for using information to drive instruction.	1.2.1 Training provided by Consultants.	1.2.1 Attendance Rosters Implementation Statistics provided by online management system. Feedback from School Trainers	1.2.1 Attendance roster
				1.2.2 Principals will be supported by the PBL facilitators.	1.2.2 PLF	1.2.2 Schedule of meeting Principal and PBL facilitator notes	1.2.2 PBL notebooks
			1.3 Lack of comprehensive understanding of Common Core transition.	1.3.1 Educators create Common Core Standards-aligned integrated units to promote student mastery of content, integrating curriculum across content areas.	1.3.1 Shirley Foster	1.3.1 Review lesson plans and observe lessons taught	1.3.1 Teacher evaluation template and NGCAR-PD checklist
			1.4 Time for planning and collaboration	1.4.1 Common planning time for grade levels and departments	1.4.1 Guidance/administration	1.4.1 Review master schedule and use of teacher time before and after school	1.4.1 Administration observation
			1.5 Lack of technology accessibility	1.5.1 Adequate technology added and updated to Technology Plan	1.5.1 Charles Trotman and district technology team	1.5.1 Addition of equipment and upgrades of existing equipment	1.5.1 Observation
				1.5.2 Implement Technology Plan	1.5.2 Administration	1.5.2 Administrator observation	1.5.2 Teacher evaluation template
			1.6 Lack of parent understanding of new instructional model provided by PBL.	1.6.1 Half day workshops to introduce parents to the idea of integrated instruction, and provide an opportunity for hands-on practice.	1.6.1 School PBL Facilitators (April Adams and Patsy Stephens)	1.6.1 Attendance rosters Parent reflections	1.6.1 Review of parent reflections

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

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PBL Facilitator Training	9-12	District	April Adams & Patsy Stephens	Summer 2012	ePDC	PLF and Principal

Professional Learning Community Utilization			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal Additional Goal #1:			1.1. Principals may be unclear about the need for Lesson Study, Lesson Study as a practice of Professional Learning, focus and impact on student learning.	1.1.1 Principals will attend Lesson Study workshops	1.1.1 District Lesson Study Consultants	1.1.1 Attendance Rosters Documentation of school level planning	1.1.1 Review of documentation of school level planning
	2010 Current Level :*	2011 Expected Level :*					
District-wide PLC	NA	NA					

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

	Objective #1. **100% of the Schools will have a minimum of 1 PLC for Lesson Study implementation**	1.2. Instructional staff needs on site coaching in Lesson Study.	1.2.1 Two Lesson Study facilitators from each school will be trained in the process, tools and facilitation of the Lesson Study model.	1.2.1 District Lesson Study Consultants	1.2.1 Attendance rosters Development of school Lesson Study teams	1.2.1 Review of Lesson Study team progress Review of PLC notebooks Group Reflections
Implementation		1.3. Teachers may be unclear about the need for Lesson Study, Lesson Study as a practice of Professional Learning, focus and impact on student learning and the district plan for implementing Lesson Study in schools	1.3.1 Principals to clarify the district and school plan for implementation of Lesson Study	1.3.1 Principal	1.3.1 Two Lesson Study teams will be formed	1.3.1 Review of Lesson Study team progress Review of PLC notebooks Group Reflections
			1.3.2 A minimum of 1 curriculum team will participate in a minimum of 3 hour training segment on process and tools.	1.3.2 School Lesson Study Facilitators (Todd Kallenbach, Gloria Miller & Cindy Messer)	2.1.1. Agenda Attendance Roster Development of team norms	2.1.1 Attendance Roster Teacher Reflections
			1.3.3 A minimum of one curriculum team will conduct and participate in 2 cycles of Lesson Study.	1.3.3 School Lesson Study Facilitators (Todd Kallenbach, Gloria Miller & Cindy Messer)	2.1.2 Observation of Lesson Study meetings	2.1.2 Review of Lesson Study data collection and outcomes.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Lesson Study Facilitator Training	9-12	District	Gloria Miller & Cindy Messer	Summer 2012	ePDC	PLF and Principal
Lesson Study Administrator Training	9-12	District	Shirley Foster	Summer 2012	ePDC	District

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

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

			Subtotal: 0
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal: 0
			Total: 0

End of Additional Goal(s)

FINAL BUDGET (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total: $2820.00
Mathematics Budget
Total: 0
Science Budget
Total: 0
Writing Budget
Total: 0

Attendance Budget		
	Total:	0
Suspension Budget		
	Total:	0
Dropout Prevention Budget		
	Total:	$4400.00
Parent Involvement Budget		
	Total:	0
Additional Goals		
	Total:	0
	Grand Total:	$7220.00

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					
☐ Intervene	☐ Correct II	☐ Prevent II	☐ Correct I	☐ Prevent I	☐ N/A

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

District Advisory Council

2012-2013 School Improvement Plan (SIP)-Form SIP-1
District Advisory Council (DAC) Membership Compliance
The majority of the DAC members are not employed by the school district. The DAC 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 citizens 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 measures being taken to comply with SAC requirement.

Describe the activities of the District Advisory Council for the upcoming year.
As allowed by statute (F.S. 1001.452), the Walton County School District maintains a District Advisory Council (DAC) to assume the responsibilities required of Sc... schools chosen to reflect the District demographic profile. The majority of the DAC members are not employed by the Walton School District. The DAC meets monthly for updates and training on the school improvement process and annually evaluates the school improvement plans from all schools for cla... progress and monitors expenditures. The DAC also serves as a parent/community advisory group to meet other district needs upon request. Each school organizes its own, ...

Describe projected use of DAC funds.	Amount
NA	

School Improvement Acronym List

A
AA – Associate in Arts
AA – Alternative Assessment
ACT – American College Testing (Assessment)
ADA – Americans with Disabilities Act
AICE – Advanced International Certificate of Education
AP – Advanced Placement
AVID- Advancement Via Individual Determination
AYP – Adequate Yearly Progress

B
BA – Bachelor of Arts
BS – Bachelor of Science

C
CAR-PD – Content Area Reading Professional Development
CBT – Computer-Based Testing
CCD – Course Code Directory
CCRP – Comprehensive Core Reading Program
CELLA – Comprehensive English Language Learning Assessment
CFO – Chief Financial Officer
CLAST – College Level Academic Skills Test
C of C – Code of Conduct
COE – Council on Occupational Education
CPT – College Placement Test
CRP – Comprehensive, research-based, Reading Plan

D
DAC – District Advisory Council
DAIP – District improvement, Assistance and Intervention Plan
DAR – Diagnostic Assessment of Reading
DART – Disaggregate, Assess, Review and Target

DCT – Diversified Cooperative Training
DE – Dual Enrollment
DEA- Discovery Education Assessment
DIBELS – Dynamic Indicator of Basic Early Literacy Skills
DJJ – Division of Juvenile Justice
DOC – Department of Corrections
DOE – Department of Education
DSS – Developmental Scale Score

E
ED – Educationally Disadvantaged
EEO – Equal Employment Opportunity
ELL – English Language Learners
EOC- End of Course
ePDC – Electronic Professional Development Center
ePEP – Electronic Personal Education Planner
ERDA – Early Reading Diagnostic Assessment
ERSI – Early Reading Screening Instrument
ESE – Exceptional Student Education
ESL – English as a Second Language
ESOL – English Speakers of Other Languages

F
FACTS – Florida Academic Counseling and Tracking for Students
FCAT – Florida Comprehensive Assessment Test
FCIM – Florida Continuous Improvement Model
FCPT – Florida College Placement Test
FCRR – Florida Center for Reading Research
FEFP – Florida Education Finance Program
FLaRE – Florida Literacy And Reading Excellence
FLKRS – FLorida Kindergarten Readiness Screener
FLVS – FLorida Virtual School
FORF – Florida Oral Reading Fluency
FOR-PD – Florida Online Reading Professional Development

2012-2013 School Improvement Plan (SIP)-Form SIP-1
FRL – Free and Reduced Lunch
FTE – Full Time Equivalency
FY – Fiscal Year

G
GED – General Education Development test
GLE – Grade Level Expectations
GMRT – Gates-Macginitie Reading Test
GPA – Grade Point Average

H
HLS – Home Language Survey
HSCT – High School Competency Test
HQT – Highly Qualified Teacher

I
IB – International Baccalaureate
IEP – Individual Education Plan
IMS – Information Management System
IPDP – Individual Professional Development Plan
IST – Instructional Support Team
IT – Information Technology

L
LEA – Local Education Agency
LEP – Limited English Proficient

M
MAI – Major Area of Interest
MIS – Management Information System
MOU – Memorandum of Understanding

N

2012-2013 School Improvement Plan (SIP)-Form SIP-1
NAEP – National Assessment of Education Performance
NCLB – No Child Left Behind
NCTM – National Council of the Teachers of Mathematics
NCWE – National Council for Workforce Education
NEFEC – North East Florida Educational Cooperative
NRT – Norm Referenced Test
NSDC – National Staff Development council
NWFSC- Northwest Florida State College

O
OCP – Occupational Completion Point
OJT – On the Job Training
OPPAGA – Office of Program Policy Analysis and Government Accountability
OSHA – Occupational Safety and Health Administration
OWC – Okaloosa-Walton College

P
PAEC – Panhandle Area Educational Cooperative
PBL – Project Based Learning
PECO – Public Education Capital Outlay
PERT- Postsecondary Education Readiness Test
PIC – Parent Involvement Committee
PLC- Professional Learning Community
PLF- Professional Learning Facilitator
PMP – Progress Monitoring Plan
PMRN – Progress Management and Reporting Network
PSAT – Preliminary American College Testing (Assessment)
PSAV – Post Secondary Adult Vocational

R
READ – Reading Enhancement and Acceleration Development
RLT – Reading Leadership Team
ROI – Return On Investment
RTI – Response To Intervention

RTW – Ready To Work

S
SAC – School Advisory Council

SACS – Southern Association of Colleges and Schools
SAT – Scholastic Aptitude Test
SBIT – School-Based Intervention Team
SBRR – Scientifically-Based Reading Research
SCiii – SCience collaboration, Immersion, Inquiry, Innovation
SDMT – Stanford Diagnostic Mathematics Test
SES – Supplemental Educational Services
SINI – School In Need of Improvement
SIP – School Improvement Plan
SIT – School Improvement Team
SIRP – Supplemental Intervention Reading Program
SMART – Specific, Measurable, Attainable, Realistic and Time-Bound
SMS – Student Management System
SOAR – Science, Optimizing Academic Returns
SPAR – School Public Accountability Report
SPP – Student Progression Plan
SREB – Southern Regional Educational Board
SSI – Supplemental Security Income
SSS – Sunshine State Standards
STW – School To Work
SUS – State University System
SWD – Students With Disabilities

T
TA – Technical Assistance
TABE – Test of Adult Basic Education
TLC – Teaching and Learning Contacts
TSA- Teacher on Special Assignment
TTT – Tuesday Teacher Training

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

W
WDB – Workforce Development Board

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					
☐ Intervene	☐ Correct II	☐ Prevent II	☐ Correct I	☐ Prevent I	☐ N/A

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

School Advisory Council
School Advisory Council (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 citizens 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 measures being taken to comply with SAC requirement.

Describe the activities of the School Advisory Council for the upcoming year.

Describe projected use of SAC funds.	Amount