

Florida Department of Education



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: Jones High School	District Name: Orange County Public Schools
Principal: Valeria Maxwell	Superintendent: Barbara Jenkins
SAC Chair: Corey Johnson	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.

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)
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Principal	Valeria Maxwell	<p>BS: MME EdS: Educational Leadership</p> <p>Certification: Music (Grades K-12) Ed. Leadership (All Levels) School Principal (All Levels)</p>	3	18	<p>2011-12 Principal – Jones HS School Grade: C FCAT Proficiency: Reading 32% Math 44% Writing: 87% Learning Gains: Reading 65% Math: 62% Lowest 25%: Reading: 76% Math: 64%</p> <p>2010-11 Principal – Jones HS School Grade: C FCAT Proficiency: Reading 19% Math 57% Science: 15% Writing: 80% Learning Gains: Reading 36% Math: 64% Lowest 25%: Reading: 53% Math: 62%</p> <p>2009-10 Principal – Meadowbrook MS School Grade: B FCAT Proficiency: Reading 54% Math 52% Science: 26% Writing: 86% Learning Gains: Reading 64% Math: 69% Lowest 25%: Reading: 72% Math: 76%</p>
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Assistant Principal	Lisa James	<p>BA: Guidance Counseling MEd: Educational Leadership</p> <p>Certification: Guidance And Counseling (prekindergarten - Grade 12)</p> <p>Ed. Leadership (All Levels) School Principal (All Levels)</p>	5	4	<p>2011-12 Assistant Principal – Jones HS School Grade: C FCAT Proficiency: Reading 32% Math 44% Writing: 87% Learning Gains: Reading 65% Math: 62% Lowest 25%: Reading: 76% Math: 64%</p> <p>2010-11 Assistant Principal – Jones HS School Grade: C FCAT Proficiency: Reading 19% Math 57% Science: 15% Writing: 80% Learning Gains: Reading 36% Math: 64% Lowest 25%: Reading: 53% Math: 62%</p> <p>2009-10 Assistant Principal – Jones HS School Grade: B FCAT Proficiency: Reading 20% Math 59% Science: 20% Writing: 88% Learning Gains: Reading 37% Math: 73% Lowest 25%: Reading: 49% Math: 73%</p>
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Assistant Principal	Jonathan Rasmussen	<p>BA: English Med: Educational Leadership</p> <p>Certification: English (Grades 6-12) Ed. Leadership (All Levels) School Principal (All Levels)</p>	0	4.5	<p>2011-12 Assistant Principal – Wekiva HS School Grade: B FCAT Proficiency: Reading 42% Math 48% Writing: 82% Learning Gains: Reading 59% Math: 60% Lowest 25%: Reading: 64% Math: 69%</p> <p>2010-11 Assistant Principal – Wekiva HS School Grade: B FCAT Proficiency: Reading 39% Math 74% Science: 42% Writing: 83% Learning Gains: Reading 46% Math: 76% Lowest 25%: Reading: 42% Math: 70%</p> <p>2009-10 Assistant Principal – Wekiva HS School Grade: D FCAT Proficiency: Reading 42% Math 70% Science: 32% Writing: 87% Learning Gains: Reading 48% Math: 72% Lowest 25%: Reading: 43% Math: 58% Learning Gains: Reading 48% Math: 72% Lowest 25%: Reading: 43% Math: 58%</p>
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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)
Reading	Tarsha Davis	MS: Curriculum, Instruction & Technology English (Grades 6-12) Reading Endorsement	3	10	<p>2011-12 Instructional Reading Coach – Jones HS School Grade: C FCAT Proficiency: Reading 32% Math 44% Writing: 87% Learning Gains: Reading 65% Math: 62% Lowest 25%: Reading: 76% Math: 64%</p> <p>2010-11 Instructional Reading Coach – Jones HS School Grade: C FCAT Proficiency: Reading 19% Math 57% Science: 15% Writing: 80% Learning Gains: Reading 36% Math: 64% Lowest 25%: Reading: 53% Math: 62%</p> <p>2009-10 Instructional Reading Coach – Meadowbrook Middle School School Grade: B FCAT Proficiency: Reading 54% Math 52% Science: 26% Writing: 86% Learning Gains: Reading 64% Math: 69% Lowest 25%: Reading: 72% Math: 76%</p>

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Biology	Wanda Jones	PhD: Biology Biology (grades 6 - 12)	1	1	2011-12 Instructional Science Coach – Jones HS School Grade: C FCAT Proficiency: Reading 32% Math 44% Writing: 87% Learning Gains: Reading 65% Math: 62% Lowest 25%: Reading: 76% Math: 64%
Math	Cindy Johnson	BS: Finance Mathematics (grades 5 - 9) Mathematics (grades 6 - 12)	0	1	2011-12 Instructional Math Coach – Wekiva HS School Grade: C FCAT Proficiency: Reading 42% Math 48% Writing: 82% Learning Gains: Reading 59% Math: 60% Lowest 25%: Reading: 64% Math: 69%
ESE	Orvie Mizzell-Bullock	PhD: Education VE K-12 Psychology 6-12 Education Leadership ESOI Endorsement CarPD	2	1	2011-12 Instructional Coach – Jones HS School Grade: C FCAT Proficiency: Reading 32% Math 44% Writing: 87% Learning Gains: Reading 65% Math: 62% Lowest 25%: Reading: 76% Math: 64%
Business Education	Latonya George	ED.S Ed. Leadership English (Grades 5-9) Bus. Ed 6-12 Ed. Leadership (All Levels)	8	1	2011-12 Instructional Coach – Jones HS School Grade: C FCAT Proficiency: Reading 32% Math 44% Writing: 87% Learning Gains: Reading 65% Math: 62% Lowest 25%: Reading: 76% Math: 64%

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English Language	Beverley Allen	Ed.D: Education K-12 Media English (Grades 5-9)	3	2	2011-12 Instructional Coach – Jones HS School Grade: C FCAT Proficiency: Reading 32% Math 44% Writing: 87% Learning Gains: Reading 65% Math: 62% Lowest 25%: Reading: 76% Math: 64% 2010-11 Instructional Coach – Jones HS School Grade: C FCAT Proficiency: Reading 19% Math 57% Science: 15% Writing: 80% Learning Gains: Reading 36% Math: 64% Lowest 25%: Reading: 53% Math: 62%
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Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Instructional Professional Learning Communities	Beverley Allen	June 2013
2. Department Professional Learning Communities	Beverley Allen	June 2013
3. Mentor/Mentee Program	Beverley Allen	June 2013
4. Team Learning/TIF Grant	Wanda Jones	June 2013

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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 instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
0% out-of-field 24.7% (19) less than effective rating	<ol style="list-style-type: none"> 1. Review Design Question 1 and Design Question 6 2. Professional Development in newly implemented Design Questions 3. Focus on Department PLCs 4. Regular classroom visits and support from Instructional Coaches and Administrators

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
71	10% (7)	25% (18)	38% (27)	27% (19)	26% (20)	54.5% (42)	12% (9)	0%	7% (5)

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
Kary Riley	Wilton Anderson	The level of experience in the field	Subject planning, staff developments, professional learning communities, observations and modeling

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Carolyn Sechrist	Elizabeth Cuda	The level of experience in the field	Subject planning, staff developments, professional learning communities, observations and modeling
Lori Pettit	Alexander Cortes	The level of experience in the field	Subject planning, staff developments, professional learning communities, observations and modeling
Orvie Mizzell-Bullock	Carlos Febres	The level of experience in the field	Subject planning, staff developments, professional learning communities, observations and modeling
Tarsha Davis	Joylene Ware	The level of experience in the field	Subject planning, staff developments, professional learning communities, observations and modeling
Tarsha Davis	Lindsey Sherrill	The level of experience in the field	Subject planning, staff developments, professional learning communities, observations and modeling

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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.

<p>Title I, Part A Title I funds are utilized to operate extended Media Hours. The coordination between the media specialist and the parental involvement coordinator will provide opportunities for parents to explore and gather books and media materials for their extended learning.</p> <p>Title I funds are utilized to purchase resource positions to coach content-area teachers in areas including, but not limited to lesson planning, content delivery, RtI implementation, content-area reading strategies, data collection and utilization, etc.</p> <p>Title I funds purchase computer programs to enhance learning gains in math, reading and English language acquisition.</p> <p>Title I funds are also utilized to provide after school tutoring opportunities to our students. Tutoring is provided in the areas of Math, Reading, Science and SAT/ACT Prep.</p> <p>Jones HS is a Provision 2 school, providing free breakfast for all students.</p> <p>The State Assistance Plus Plan provides us with funds and resources that enable Jones High School to offer additional after school activities for our students, including tutoring. Jones High School has a large number of Partners in Education along with volunteers and mentors who work with students through our mentor and tutoring program.</p>
<p>Title I, Part C- Migrant Our Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure the needs of students are met.</p>
<p>Title I, Part D Jones High School receives funds to support the Educational Alternative Outreach Program. Services are coordinated with the district Dropout Prevention programs.</p>
<p>Title II Jones HS receives \$7,000 in Title II funds, and utilizes these funds to support highly qualified teachers with training through Professional Learning Communities (PLCs) to increase collaboration and communication – with an emphasis on utilization of progress monitoring data to increase differentiated instruction based on the needs of individual students. The major focus of PLCs and Professional Development (PD) will be to train all teachers to utilize data to differentiate instruction and develop interventions to support the students at different levels of need, utilizing the Florida Continuous Improvement Model (FCIM) and Response to Intervention (RtI) frameworks. In addition to professional development held on campus, Title II funds will be utilized to send teacher leaders to off-site professional development where they can learn strategies for improving PLC effectiveness, differentiated instruction, and effective academic interventions in the RtI framework. These teacher leaders will provide professional development to the rest of the staff upon their return to campus.</p>

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<p>Title III Services are provided through the district for educational materials and ELL district services to improve the education of immigrant and English Language Learners. Title III funds are utilized to provide an ELL paraprofessional to assist ELL students in core content areas. Additionally, these funds are used to provide an instructional ELL specialist to provide ELL support facilitation in core content classes.</p>
<p>Title X- Homeless The district Homeless Social Worker provides resources and tangible items for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education Our SAFE Coordinator works closely with our local homeless shelter to assist students who need their assistance.</p>
<p>Supplemental Academic Instruction (SAI) SAI funds are tutoring opportunities for all level one and two students. Tutoring is offered for one hour after school every Tuesday and Thursday, as well as 3 hours every Saturday morning. Tutoring is available in reading, writing and math, as well as test preparation for ACT, SAT, and AP courses.</p>
<p>Violence Prevention Programs Our SAFE program provides a full time SAFE Coordinator who supports the discipline office to help our at-risk students. The violence prevention program goes through the school's SAFE coordinator while working with the administrative deans. The SAFE coordinator and administrative deans discuss the different indirect bullying methods.</p>
<p>Nutrition Programs The school cafeteria manager and personnel are responsible for providing both a nutritious breakfast and lunch to students each day.</p>
<p>Housing Programs NA</p>
<p>Head Start NA</p>
<p>Adult Education NA</p>
<p>Career and Technical Education Students at Jones High School are involved with two of the vocational schools in Orange County. Guidance counselors oversee the student's transition and progress within the various programs.</p>
<p>Job Training Job training for our students is provided by two of our school's Partners in Education: Junior Achievement of Central Florida and Professional Opportunities Program for Students.</p>
<p>Other NA</p>

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

School-Based MTSS/RtI Team
<p>Identify the school-based MTSS leadership team.</p> <p>Administrative Team (Principal, Assistant Principals, Administrative Deans) Leadership Council Team (Principal, Assistant Principals, Department Chairs, Content Coaches)</p>
<p>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?</p> <p>The RtI team meets on a weekly (Administrative Team) and monthly (Leadership Council Team) basis to discuss student tiers as well as what enrichment, enhancements and remediation needs to occur. The meetings are facilitated by the principal. Both teams discuss the interventions that are being utilized and their effectiveness. If interventions are not effective, teams collaborate on a more efficient way to meet the needs of our students.</p>
<p>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?</p> <p>Leadership Council Team: The role of the leadership council team is to support the teachers within the classroom. Being conducted through conversations that matter while analyzing data with the teachers as well as assisting teachers with enhancement, enrichment and remedial program strategies.</p>
MTSS Implementation
<p>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.</p> <p>The data management system used to summarize and collect tiered data is IMS, SMS, EDW and Edusoft. Each program provides information such as FCAT scores, learning disabilities, Lowest 25%, AYP and Highest 25%.</p>
<p>Describe the plan to train staff on MTSS.</p> <p>Response to Intervention training will occur throughout the school year. It will begin at pre-planning and continue through our school-wide Departmental Professional Learning Communities. Teachers will be trained in differentiating their instruction through lesson and unit plan training.</p>
<p>Describe the plan to support MTSS.</p> <p>It is supported through RtI-A (Academic) and RtI-B (Behavior) meetings weekly. Once a plan is designed then strategic implementation is pushed out to the faculty and staff for effective implementation and data is gathered to make sure proper interventions were conducted. If so, the strategies would continue to be used, if not, another strategy will replace the one that did not work.</p>

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Leadership Council Team (Principal, Assistant Principals, Department Chairs, Content Coaches)
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The school-based LLT meets on a monthly basis to discuss the needs of the students through Literacy. The Literacy team collaborates with the Curriculum Writing Team in planning our school-based curriculum calendar to ensure that Literacy is a focus within all content areas.
What will be the major initiatives of the LLT this year? The major initiatives of the LLT will be to infuse literacy within all content areas across campus. We designated every Thursday as DEAR (Drop Everything and Read) day, so the students will learn the importance of the enjoyment of reading. We are going to continue to promote Curriculum Night in Fall of 2012 which will focus on literacy through all content areas.

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.

****Grades 6-12 Only*** Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

The Curriculum Writing Team created a Curriculum Calendar that focuses on the needs of our students based on the Reading and Language Arts benchmarks. All content area teachers are required to follow the Curriculum Calendar and teach the designated benchmarks through their content area. Teachers will participate in Professional Learning Communities where they will be given the opportunity to collaborate with teachers of different content areas to ensure that appropriate reading strategies are successfully used in all classrooms, no matter the content area.

****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?

Jones High School is an accredited International Baccalaureate (IB) World School offering courses based on the IB curriculum for both the Middle Years Program (MYP) and the Diploma Program (DP). The IB programs include academic rigor, comprehensiveness, internationalism and consistent application. Jones High School also offers a wide variety of Advanced Placement (AP) and A.V.I.D. courses to meet the needs of our students and these courses better prepare our students for their future endeavors as they plan for their college careers.

Through our Medical Magnet program our students are receiving the foundation needed to become successful as they prepare themselves for their medical career upon graduation. We also work closely with local Tech Centers where students can begin to master their craft throughout their high school career. Including the Medical Arts magnet and the local Tech Centers in the JHS curriculum helps our students learn how to analyze, learn, and reach thoughtful conclusions related to various medical fields and disciplines.

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 will meet with their Guidance Counselor and the Advanced Studies Coordinator at least twice a year to assist them with the direction that is needed

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for them to be successful throughout their high school career and to ensure that they are on track for academic success and student achievement. Guidance Counselors will continuously review student schedules to meet graduation and student-goal requirements and the Advanced Studies Coordinator will monitor student progress and performance via the Tiger Improvement Plans (TIPS) and through the Tigers on the Rise program (building skills that will have students plan for college and careers and give them the needed tools to survive and be successful).

Once the student schedules are organized, to ensure that the course of study is personally meaningful, the Advanced Studies Team (Coordinator and Teachers) will nurture and develop the natural academic abilities of the students through high quality teaching and instruction in the classroom, by fostering trusting relationships with the students, by allowing the students to be the center of the classroom while the teacher maintains the position of facilitator, and by ensuring that that the academic environment is conducive to learning and teaching for knowledge acquisition, improved comprehension and understanding.

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 courses to support students in becoming college-ready based on essentials indicated by college Postsecondary Education Readiness Test (PERT) scores. We also encourage our students to receive college credit simultaneously with high school credit when they enroll in free dual enrollment courses, located on our campus. Along with Dual Enrollment students can begin and complete Orlando Tech which offers eighteen programs in the areas of Arts & Technology, Business, Consumer Service, Education and Health Care during their junior and senior years as their elective components in conjunction with the required core academic classes for graduation while receiving postsecondary certification.

To continue to improve college readiness, students are scheduled into rigorous and challenging classes/programs such as: IB (MYP and DP), Medical Magnet, and Advanced Placement and AVID. The Advanced Studies and Assessment Coordinators will conduct academic seminars which will emphasis the essential strategies needed to be successful in the advance classes and the affects their scores have on their postsecondary goals. These strategies will also be used to assist students with the ACT/SAT assessments given throughout the year.

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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.	1A.1. Diverse academic needs	1A.1. Content area teachers will differentiate instruction utilizing RtI-A framework	1A.1. ADMIN CRT Coaches/Curriculum Leaders Content Teachers	1A.1. Leadership Team will host collaborative sessions using Benchmark and Mini-Assessment data.	1A.1. Benchmark and Mini-Assessment data.		
<u>Reading Goal #1A:</u> <i>In June 2013, 27% (134) of all students taking FCAT Reading at Jones High School will score at Level 3.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<i>In June 2012, 24% (107) of all students taking FCAT Reading at Jones High School scored at Level 3.</i>	<i>In June 2013, 27% (134) of all students taking FCAT Reading at Jones High School will score at Level 3.</i>					
		1A.2. Teacher needs in the areas of analysis of data and providing appropriate interventions	1A.2. Create Department and Instructional Professional Learning Communities (PLC's); Provide professional development in the area of data analysis, and its use in driving instruction	1A.2. ADMIN CRT Coaches/Curriculum Leaders Content Teachers	1A.2. Teacher collaborations will document best practice literacy strategies for differentiating instruction	1A.2. Lesson Plans; Benchmark and Mini-Assessment data.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1. Diverse academic needs	1B.1. Content area teachers will differentiate instruction utilizing RtI-A framework	1B.1. ADMIN Coaches/Curriculum Leaders Content Teachers	1B.1. Coaches/Curriculum Leaders will host collaborative sessions using data from Program.	1B.1. Assessment data from program.		
Reading Goal #1B: <i>In June 2013, 30% (6) of all students taking FAA Reading at Jones High School will score at Levels 4, 5, or 6.</i>	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
	<i>In June 2012, 25% (2) of all students taking FAA Reading at Jones High School scored at Levels 4, 5, or 6.</i>	<i>In June 2013, 30% (6) of all students taking FAA Reading at Jones High School will score at Levels 4, 5, or 6.</i>					

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		1B.2. Teacher needs in the areas of analyses of data and providing appropriate interventions	1B.2. Create Department and Instructional Professional Learning Communities (PLC's); Provide professional development in the area of data analysis, and its use in driving instruction	1B.2. ADMIN CRT Curriculum Leaders Content Teachers	1B.2. Teacher collaborations will document best practice literacy strategies for differentiating instruction. Teachers will collaborate with Reading Coach to increase effectiveness of reading instruction.	1B.2. Lesson Plans; Benchmark and Mini-Assessment data.	
		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 in reading.	2A.1. Student challenges in the areas of vocabulary and research.	2A.1. School wide Tier II Vocabulary to be integrated with content instruction and assessment.	2A.1. CRT Coaches/Curriculum Leader	2A.1. Weekly Coaches' PLC Monthly Leadership and PLC collaborative discussions using data.	2A.1. Content area formative assessments; Benchmark and Mini-Assessment data.		
<u>Reading Goal #2A:</u> <i>In June 2013, 10% (49) of all students taking FCAT Reading at Jones High School will score at Level 4 and above.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>In June 2012, 8% (36) of all students taking FCAT Reading at Jones High School scored at Level 4 and above.</i>	<i>In June 2013, 10% (49) of all students taking FCAT Reading at Jones High School will score at Level 4 and above.</i>					
		2A.2. Curriculum and instructional needs in the areas of vocabulary & research.	2A.2. Content-area teachers will participate in PLC's to create lessons with an intense focus on vocabulary & research.	2A.2. ADMIN CRT Coaches/Curriculum Leaders Content-Area Teachers	2A.2. Content-area teachers will present content area vocabulary instruction after attending professional development. Leadership Team and PLC's will collaborate on the effectiveness of the training using Benchmark and Mini-Assessment data.	2A.2. Lesson Plans; Benchmark and Mini-Assessment data.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

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<p>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</p>	<p>2B.1. Student challenges in the areas of vocabulary.</p>	<p>2B.1. Vocabulary to be integrated with content instruction and assessments.</p>	<p>2A.1. Coaches/Curriculum Leader</p>	<p>2A.1. Weekly Coaches' PLC; Monthly Leadership and PLC collaborative discussions using data.</p>	<p>2A.1. Content area formative assessments</p>		
<p><u>Reading Goal #2B:</u> <i>In June 2013, 43% (8) of all students taking FAA Reading at Jones High School will score at or above Level 7.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>In June 2012, 38% (3) of all students taking FAA Reading at Jones High School scored at or above Level 7.</i></p>	<p><i>In June 2013, 43% (8) of all students taking FAA Reading at Jones High School will score at or above Level 7.</i></p>					
		<p>2B.2. Curriculum and instructional needs in the areas of vocabulary.</p>	<p>2B.2. Content-area teachers will participate in PLC's to create lessons with an intense focus on vocabulary.</p>	<p>2B.2. ADMIN Coaches/Curriculum Leaders Content-Area Teachers</p>	<p>2B.2. Content-area teachers will present content area vocabulary instruction after attending professional development. Leadership Team and PLC's will collaborate on the effectiveness of the training using Benchmark and Mini-Assessment data. Teachers will collaborate with Reading Coach to increase effectiveness of reading instruction.</p>	<p>2B.2. Lesson Plans; Program Assessments</p>	
		<p>2B.3.</p>	<p>2B.3.</p>	<p>2B.3.</p>	<p>2B.3.</p>	<p>2B.3.</p>	

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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 reading.	3A.1. Student Placement in Language Arts & Reading classes	3A.1. Upon receiving all testing data (FAIR, FCAT, etc), students will be placed in Placement Grid to be grouped according to areas of need and electronic results will be sent to GUIDANCE for placement.	3A.1. ADMIN Reading Coach Guidance	3A.1. Create Reading Focus Calendar to include Progress Monitoring Timeline; Data discussions within Reading and LA Depts. Minutes electronically reported to ADMIN.; Plan student curricular interventions as dictated by data.	3A.1. EDGE Unit/Chapter Tests; Benchmark and Mini-Assessment data. Data Collaboration Minutes; Lesson plans documenting planned interventions.		
Reading Goal #3A: <i>In June 2013, 67% (243) of struggling learners taking FCAT Reading at Jones High School will make a year's worth of progress.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>In June 2012, 65% (235) of struggling learners taking FCAT Reading at Jones High School made a year's worth of progress.</i>	<i>In June 2013, 67% (243) of struggling learners taking FCAT Reading at Jones High School will make a year's worth of progress.</i>					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	

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		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1. Student Placement in Language Arts & Reading classes	3B.1. Upon receiving all testing data students will be placed in Placement Grid to be grouped according to areas of need.	3B.1. ADMIN Reading Coach ESE Teacher & Support	3B.1. Create Reading Focus Calendar to include Progress Monitoring Timeline; Data discussions. Collaborate with Reading Coach to increase effectiveness of reading instruction. Minutes electronically reported to ADMIN.; Plan student curricular interventions as dictated by data.	3B.1. ESE Program Unit/Chapter Tests. Data Collaboration Minutes; Lesson plans documenting planned interventions.		
Reading Goal #3B: <i>In June 2013, 10% (1) of struggling learners taking FAA Reading at Jones High School will make a year's worth of progress.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>In June 2012, 15% (0) of struggling learners taking FAA Reading at Jones High School made a year's worth of progress.</i>	<i>In June 2013, 10% (1) of struggling learners taking FAA Reading at Jones High School will make a year's worth of progress.</i>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	4A.1. Student Placement in Reading	4A.1. Upon receiving all testing data (FAIR, FCAT, etc), students will be placed in Placement Grid to be grouped according to areas of need and electronic results will be sent to GUIDANCE for placement in appropriate reading class(es).	4A.1. ADMIN Reading Coach Guidance	4A.1. Create Reading Focus Calendar to include Progress Monitoring Timeline; Data discussions within Reading and LA Depts. Minutes electronically reported to ADMIN.; Plan interventions as dictated by data.	4A.1. EDGE Unit/Chapter Tests; Benchmark and Mini-Assessment data; Data Collaboration Minutes; Lesson plans documenting planned interventions.		
<u>Reading Goal #4:</u> <i>In June 2013, 80% (99) of struggling learners taking FCAT Reading at Jones High School will make a year's worth of progress.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>In June 2012, 76% (85) of struggling learners taking FCAT Reading at Jones High School made a year's worth of progress.</i>	<i>In June 2013, 80% (99) of struggling learners taking FCAT Reading at Jones High School will make a year's worth of progress.</i>					

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		4.2. Providing appropriate interventions based on student data which will include Achieve 3000, FCAT 2.0, FAIR, Benchmark and Mini-assessments	4.2. Content area teachers will differentiate instruction utilizing RtI-A framework	4.2. ADMIN CRT Curriculum Leaders Content Teachers	4.2. Teacher collaboration discussions will document best practices differentiating literacy instruction.	4.2. Lesson Plans; Benchmark and Mini-Assessment data.	
		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 24%	30%	37%	43%	49%	56%	62%
<u>Reading Goal #5A:</u> <i>In June 2013, 37% of students will make satisfactory progress in reading.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.		
<u>Reading Goal #5B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	White: Black Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:					

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		5B.2.	5B.2.	5A.2.	5A.2	5A. 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 reading.	5C.1. Diverse academic needs	5C.1. Content-area teachers will utilize ongoing progress monitoring data to differentiate instruction utilizing RtI-A framework Additionally, content-area teachers will utilize ESOL best practices as necessary	5C.1 ADMIN CRT Coaches/Curriculum Leaders Content Teachers	5C.1. Leadership Team collaborative sessions using Benchmark and Mini-Assessment data.	5C.1. Benchmark and Mini-Assessment data.		
<u>Reading Goal #5C:</u> <i>In June 2013, 26% (4) of SWD students will make satisfactory progress in reading.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>In June 2012, 12% (3) of ELL students made satisfactory progress in reading.</i>	<i>By June 2013, 26% (4) of ELL students will make satisfactory progress in reading.</i>					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	

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

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5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Diverse academic needs	5E.1. Content-area teachers will utilize ongoing progress monitoring data to differentiate instruction utilizing RtI-A framework	5E.1 ADMIN CRT Coaches/Curriculum Leaders Content Teachers	5E.1. Leadership Team collaborative sessions using Benchmark and Mini-Assessment data.	5E.1. Benchmark and Mini-Assessment data.		
Reading Goal #5E: <i>In June 2013, 35% (154) of all students taking FCAT Reading at Jones High School will score at Level 3 or above.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>In June 2012, 28% (107) of all students taking FCAT Reading at Jones High School scored at Level 3 or above.</i>	<i>In June 2013, 35% (154) of all students taking FCAT Reading at Jones High School will score at Level 3 or above.</i>					
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

Reading Professional Development

Professional Development (PD) aligned with Strategies through									
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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
Grade Level PLC's	All	PLC Facilitator	Grade Levels	Year round	Sign-in Sheets & Minutes, Teacher Evaluation and Collaboration	Administration
Department PLC's	All	PLC Facilitator	Content Area's	Year round	Sign-in Sheets & Minutes, Teacher Evaluation and Collaboration	Administration
Lesson Study	All	Content Area Instructional Coach	Content Area's	Year round	Sign-in Sheets & Minutes, Teacher Evaluation and Collaboration	Administration
District led Professional Development opportunities	All	District PD facilitators	Reading Teachers	Year round	Sign-in Sheets	Reading Coach

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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
Achieve 3000	Supplementary Technology-based Program	Title I	\$16,000
EDGE Workbooks	Consumable for Primary Reading Program	Title I	\$ 1,000
Subtotal: \$17,000			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
PLC & Lesson Study Training	Materials	Title II	5,000
IRA Conference	Conference	TIF Grant	5,000
ASCD Conference	Conference	TIF Grant	5,000
Subtotal: \$15,000			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$32,000			

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. New language acquisition in a short amount of time	1.1. Implement curriculum and software that helps accelerate English Language Learners in their language acquisition.	1.1. ESOL compliance coordinator	1.1. Progress monitoring meetings	1.1. Data provided by Rosetta Stone Software Classroom assessment	
CELLA Goal #1: <i>By June 2013, 47%(26) of students taking the CELLA will score proficient in the listening/speaking section</i>	2012 Current Percent of Students Proficient in Listening/Speaking:					
	<i>In June 2012, 42%(23) of students taking the CELLA scored proficient in the listening/speaking section</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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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. New language acquisition in a short amount of time	2.1. Implement curriculum and software that helps accelerate English Language Learners in their language acquisition.	2.1. ESOL compliance coordinator	2.1. Progress monitoring meetings	2.1. Data provided by Rosetta Stone Software Classroom assessment	
<u>CELLA Goal #2:</u> <i>By June 2013, 18%(10) of students taking the CELLA will score proficient in the reading section</i>	<u>2012 Current Percent of Students Proficient in Reading:</u>					
	<i>In June 2012, 23%(13) of students taking the CELLA scored proficient in the reading section</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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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. New language acquisition in a short amount of time	2.1. Implement curriculum and software that helps accelerate English Language Learners in their language acquisition.	2.1. ESOL compliance coordinator	2.1. Progress monitoring meetings	2.1. Data provided by Rosetta Stone Software Classroom assessment	
<u>CELLA Goal #3:</u> <i>By June 2013, 49%(27) of students taking the CELLA will score proficient in the writing section</i>	2012 Current Percent of Students Proficient in Writing :					
	<i>In June 2012, 54%(30) of students taking the CELLA scored proficient in the writing section</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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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
Implement software program to assist with English acquisition.	Rosetta Stone	Title 1	10,000
Subtotal: \$10,000			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$10,000			

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

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

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

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<u>Mathematics Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

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

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

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<u>Mathematics Goal</u> <u>#5B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> 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: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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		

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5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
<u>Mathematics Goal #5D:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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.		
<u>Mathematics Goal #5E:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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	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.		
<u>Mathematics Goal #1A:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

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

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

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<u>Mathematics Goal #2B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

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

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

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<u>Mathematics Goal</u> <u>#5B:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> 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: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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		

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5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
Mathematics Goal #5D: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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.		
<u>Mathematics Goal #5E:</u> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		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	Mathemat	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool			
<p>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</p>	<p>I.1. Low Cognitive Development, IEP</p>	<p>I.1. ESE Classroom teacher will use the District Program to prepare students for FAA Math.</p> <p>Content area coach will collaborate with classroom teacher to ensure effective math instruction.</p> <p>Content-area teachers will utilize ongoing progress monitoring data to differentiate instruction utilizing RtI-A framework</p>	<p>I.1. Inclusion Coach, Math Coach, ESE Classroom Teacher, Paraprofessional</p>	<p>I.1. Progress Monitor , Classroom Walk-Throughs</p>	<p>I.1. Student Portfolio</p>			

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Mathematics Goal #1: 37.5% (3) of ESE students taking the FAA will score at levels 4, 5, or 6 on the mathematics section of FAA.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>In June 2012, 12.5% (1) of students taking the FAA scored a level 4, 5 or 6 on the mathematics section of FAA.</i>	<i>37.5% (3) In June 2012, 37.5% (3) of students taking the FAA will score a level 4, 5 or 6 on the mathematics section of FAA.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</p>	<p>2.1. Low Cognitive Development, IEP</p>	<p>2.1. ESE Classroom teacher will use the District Program to prepare students for FAA Math.</p> <p>Content area coach will collaborate with classroom teacher to ensure effective math instruction.</p> <p>Content-area teachers will utilize ongoing progress monitoring data to differentiate instruction utilizing RtI-A framework</p>	<p>2.1. Inclusion Coach, Math Coach, ESE Classroom Teacher, Paraprofessional</p>	<p>2.1. Progress Monitor , Classroom Walk-Throughs</p>	<p>2.1. Student Portfolio</p>		
<p>Mathematics Goal #2: <i>75% (6) of students taking the FAA will score at or above Level 7 in mathematics on the mathematics section of FAA.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>In June 2012, 50% (4) of students taking the FAA scored above level 7 on the mathematics section of FAA.</i></p>	<p><i>By June 2013, 75% (5) of students taking the FAA will score above level 7 on the mathematics section of FAA.</i></p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	
		<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	

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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		
<p>3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</p>	<p>3.1. Low Cognitive Development, IEP</p>	<p>3.1. ESE Classroom teacher will use the District Program to prepare students for FAA Math.</p> <p>Content area coach will collaborate with classroom teacher to ensure effective math instruction.</p> <p>Content-area teachers will utilize ongoing progress monitoring data to differentiate instruction utilizing RtI-A framework</p>	<p>3.1. Inclusion Coach, Math Coach, ESE Classroom Teacher, Paraprofessional</p>	<p>3.1. Progress Monitor , Classroom Walk-Throughs</p>	<p>3.1. Student Portfolio</p>		
<p>Mathematics Goal #3: <i>75% (6) of students taking the FAA will make learning gains on the mathematics section of FAA</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	<i>In June 2012, 63% (5) of students taking the FAA made learning gains on the mathematics section of FAA.</i>	<i>By June 2013, 75% (6) of students taking the FAA will make learning gains on the mathematics section of FAA.</i>					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	

End of Florida Alternate Assessment High School Mathematics Goals

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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 30%	36%	42%	48%	53%	59%	65%
<u>HS Mathematics Goal A:</u> In six years, school will reduce their achievement gap by 50%.							
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.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

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<u>HS Mathematics</u> <u>Goal B:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following 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.	3C.1.	3C.1.	3C.1	3C.1	3C.1		
<u>HS Mathematics Goal C:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.</p>	<p>3D.1. Quarterly Benchmark Assessments were not developed last school year to help serve as targets for learning.</p>	<p>3D.1. Utilizing the DOE and district resources, teachers will develop and implement formative and summative assessments incorporating Algebra 1 standards and targets.</p>	<p>3D.1 Algebra 1 PLC Team, Math Coach</p>	<p>3D.1 Progress monitoring of the assessment results</p>	<p>3D.1 Data Talk Protocol sheet and comparison checklist of standards tested within each formative and summative assessment, Benchmark Exams, CIM Mini Assessments</p>		
<p><u>HS Mathematics Goal D:</u> <i>41% (6) SWD students taking the Algebra 1 EOC for the first time will score at or above achievement level 3 on the Spring 2013 Algebra 1EOC</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>In June 2012, 32% (4) SWD students taking the Algebra 1 EOC for the first time scored at or above achievement level 3 on the Algebra 1EOC</i></p>	<p><i>By June 2013, 41% (6) ELL students taking the Algebra 1 EOC for the first time will score at or above achievement level 3 on the Algebra 1EOC</i></p>					
		<p>3D.2.</p>	<p>3D.2.</p>	<p>3D.2.</p>	<p>3D.2.</p>	<p>3D.2.</p>	

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		3D.3.	3D.3.	3D.3.	3D.3.	3D.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		
E. Economically Disadvantaged students not making satisfactory progress in mathematics.	3E.1.	3E.1.	3E.1	3E.1	3E.1		
<u>HS Mathematics Goal E:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3	3E.3.	3E.3.	3E.3.	

End of HS Mathematics AMO Goals_

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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.	1.1. Quarterly Benchmark Assessments were not developed last school year to help serve as targets for learning.	1.1. Utilizing the DOE and district resources teachers will develop and implement formative and summative assessments incorporating Algebra 1 standards and targets.	1.1 Algebra 1 PLC Team, Math Coach	1.1 Progress monitoring of the assessment results	1.1 Classroom Walk-Throughs, Data Talk Protocol sheet and comparison checklist of standards tested within each formative and summative assessment, Benchmark and CIM Mini Assessments		

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<p><u>Algebra 1 Goal #1:</u> 35% (70) of students taking the Algebra 1 EOC for the first time will score an achievement level 3 on the Algebra 1 EOC by July 2013.</p>	<p>2012 Current Level of Performance:*</p>	<p>2013 Expected Level of Performance:*</p>					
	<p><i>In June 2012, 28% (56) students taking the Algebra 1 EOC for the first time scored an achievement level 3 on the Algebra 1 EOC</i></p>	<p><i>By June 2012, 35% (70) of students taking the Algebra 1 EOC for the first time will score an achievement level 3 on the Algebra 1 EOC</i></p>					
		<p>1.2. Students do not have sufficient background knowledge to work rigorous Algebra problems.</p>	<p>1.2. Algebra 1 teachers will design and incorporate ample problems in which students apply concepts to real-world scenarios.</p>	<p>1.2. Algebra 1 PLC Team, Math Coach</p>	<p>1.2. Examine student performance on real-world scenarios and their connection to benchmark assessment items and mini-assessment items</p>	<p>1.2. A PLC-created rubric/scale used to measure correlation of real-world scenarios to targeted standards</p>	
		<p>1.3. Time constraints and varied levels of students in classes.</p>	<p>1.3. Teachers will utilize district-prepared mini-assessments on a bi-weekly basis to determine the need for reteaching and/or enrichment utilizing the RtI-A framework</p>	<p>1.3. Algebra 1 PLC Team, Math Coach</p>	<p>1.3. Progress monitoring of test results; Subsequent collaboration among teachers regarding additional practice activities and/or enrichment opportunities</p>	<p>1.3. Data Talk Protocol sheet; collaboration notes from PLC Team meetings</p>	
<p>Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.</p>	<p>2.1b Students reluctant to transfer from regular level Algebra I to Algebra I Honors after school year has started.</p>	<p>2.1b Promote enrollment in Advanced Programs (i.e., Honors)</p>	<p>2.1b Guidance, Algebra I PLC Team, Math Coach</p>	<p>2.1b Movement notes provided to guidance by Algebra I Team with recommendations to move qualified students from Regular to Honors Algebra I</p>	<p>2.1b SMS, Teacher rosters</p>		
<p><u>Algebra Goal #2:</u> <i>15% (30) of students taking the Algebra 1 EOC for the first time will score at or above achievement levels 4 and 5 on the Algebra 1 EOC by July 2013.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>In June 2012, 6% (12) students taking the Algebra 1 EOC for the first time scored at or above achievement levels 4 and 5 on the Algebra 1 EOC</i></p>	<p><i>By June 2012, 15% (30) of students taking the Algebra 1 EOC for the first time will score at or above achievement levels 4 and 5 on the Algebra 1 EOC</i></p>					
		<p>2.1a. Students do not have experience working with rigorous application problems in Algebra.</p>	<p>2.1a. Algebra 1 teachers will design and incorporate ample problems in which students apply concepts to real-world scenarios.</p>	<p>2.1a. Algebra 1 PLC Team, Math Coach</p>	<p>2.1a. Examine student performance on real-world scenarios and their connection to benchmark assessment items and mini-assessment items</p>	<p>2.1. A PLC-created rubric/scale used to measure correlation of real-world scenarios to targeted standards</p>	

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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.	1.1. Quarterly Benchmark Assessments were not developed last school year to help serve as targets for learning.	1.1. Utilizing the DOE and district resources teachers will develop and implement formative and summative assessments incorporating Geometry standards and targets.	1.1 Geometry PLC Team, Math Coach	1.1 Progress monitoring of the assessment results	1.1 Data Talk Protocol sheet and comparison checklist of standards tested within each formative and summative assessment, Benchmark Assessments, CIM Mini Assessments		

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<p><u>Geometry Goal #1:</u> <i>43% (81) will score in the middle third percentile ranking on the Spring 2013 Geometry EOC</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>In June 2012, 38% (72) scored in the middle third percentile ranking on the Geometry EOC</i></p>	<p><i>By June 2013, 43% (81) will score in the middle third percentile ranking on the Geometry EOC</i></p>					
		<p>1.2. Students do not have sufficient background knowledge to work rigorous Geometry problems.</p>	<p>1.2. Geometry teachers will design and incorporate ample problems in which students apply concepts to real-world scenarios.</p>	<p>1.2. Geometry PLC Team, Math Coach</p>	<p>1.2. Examine student performance on real-world scenarios and their connection to benchmark assessment items and mini-assessment items</p>	<p>1.2. A PLC-created rubric/scale used to measure correlation of real-world scenarios to targeted standards; Benchmark Assessments, CIM Mini Assessments</p>	
		<p>1.3. Time constraints and varied levels of students in classes.</p>	<p>1.3. Teachers will utilize district-prepared mini-assessments on a bi-weekly basis to determine the need for reteaching and/or enrichment utilizing the RtI-A framework.</p>	<p>1.3. Geometry PLC Team, Math Coach</p>	<p>1.3. Progress monitoring of test results; Subsequent collaboration among teachers regarding additional practice activities and/or enrichment opportunities</p>	<p>1.3. Data Talk Protocol sheet; collaboration notes from PLC Team meetings, Benchmark Assessments, CIM Mini Assessments</p>	
<p>Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</p>	<p>2.1a. Students do not have experience working with rigorous application problems in Geometry.</p>	<p>2.1a. Geometry teachers will design and incorporate ample problems in which students apply concepts to real-world scenarios.</p>	<p>2.1a. Geometry PLC Team, Intensive Teachers</p>	<p>2.1a. Examine student performance on real-world scenarios and their connection to benchmark assessment items and mini-assessment items</p>	<p>2.1a. A PLC-created rubric/scale used to measure correlation of real-world scenarios to targeted standards, Benchmark Assessments, CIM Mini Assessments</p>		
	<p>2.1b Students reluctant to move from Regular Geometry to Honors Geometry after school year has started</p>	<p>2.1b Increased by 5% - Enrollment and Performance in Advanced Programs (i.e., Honors)</p>	<p>2.1b Guidance Counselors, Geometry PLC Team, Math Coach</p>	<p>2.1b Movement notes provided to guidance by Geometry PLC Team with recommendations to move qualified students from Regular to Honors Geometry</p>	<p>2.1b SMS, Teacher Rosters</p>		
<p><u>Geometry Goal #2:</u></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
<p><i>18% (34) will score in the top third percentile ranking on the Spring 2013 Geometry EOC</i></p>							
	<p><i>In June 2012, 13% (24) scored in the top third percentile ranking on the Geometry EOC</i></p>	<p><i>By June 2013, 18% (34) will score in the top third percentile ranking on the Geometry EOC</i></p>					
						2.2.	

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		2.3.	2.3.	2.3.	2.3.	2.3.	
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End of Geometry EOC Goals

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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
Student Engagement/Stations	ALL	PLC Leader/PD Facilitator	Algebra/Geometry PLC	Year Round	Classroom Walk-Throughs	Math Coach, Math Administrator
Lesson Study	ALL	PD Facilitator	Algebra/Geometry PLC	Year Round	PLC Meetings	CRT

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Mathematics Budget (Insert rows as needed)

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

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Elementary and Middle School Science Goals

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

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

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

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

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

High School Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</p>	<p>1.1. Cognitive and physical barriers</p>	<p>1. Create a learning environment that includes accommodations in presentation, response, setting, time allotted to complete tasks and assessments, assistive technology, materials, and devices, and barrier-free environments.</p> <p>Utilize a variety of teaching strategies that may include mind mapping, mnemonics, webbing, graphic organizers, and thinking maps.</p> <p>Provide</p>	<p>1. Inclusion Coach; Science Coach</p>	<p>1. Student portfolio</p>	<p>1. Formative and summative assessments</p>		
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		scheduling accommodations and extended time during assessments.					
Science Goal #1: 66% (2) of ESE students eligible to take the science section of the FAA will score at levels 4, 5, or 6.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>In June 2012, 0% (0) of students eligible to take the FAA science section scored a level 4, 5 or 6</i>	<i>By June 2013, 66% (2) of students eligible to take the FAA will score a level 4, 5 or 6 on the science section of FAA.</i>					
		1.2. Manifestation of disability	1.2. Utilize strategies that address multiple intelligences and that are adapted to the unique needs of the students' disabilities. Provide scheduling accommodations and extended time during assessments. Create a learning environment that includes accommodations in presentation, response, setting, time allotted to complete tasks and assessments, assistive technology, materials, and devices, barrier-free environments, and/or behavioral intervention programs .	1.2. Inclusion Coach; Science Coach	1.2. Student Portfolio	1.2. Formative and summative 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		
<p>2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</p>	<p>2.1. Cognitive and physical barriers</p>	<p>2.1. Create a learning environment that includes accommodations in presentation, response, setting, time allotted to complete tasks and assessments, assistive technology, materials, and devices, and barrier-free environments.</p> <p>Utilize a variety of teaching strategies that may include mind mapping, mnemonics, webbing, graphic organizers, and thinking maps.</p> <p>Provide scheduling accommodations and extended time during assessments.</p>	<p>2.1. Inclusion Coach; Science Coach</p>	<p>2.1. Student portfolio</p>	<p>2.1. Formative and summative assessments</p>		

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<p><u>Science Goal #2:</u> 34% (1) of ESE students eligible to take the FAA will score at level 7 or above on the science section of FAA</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013Expected Level of Performance:*</u></p>					
	<p><i>In June 2012, 100% (3) of students eligible to take the FAA scored at level 7 or above on the science section of FAA</i></p>	<p><i>By June 2013, 100% (3) of students eligible to take the FAA will score at level 7 or above on the science section of FAA.</i></p>					
		<p>2.2. Manifestation of disability</p>	<p>2.2. Utilize strategies that address multiple intelligences and that are adapted to the unique needs of the students' disabilities. Provide scheduling accommodations and extended time during assessments. Create a learning environment that includes accommodations in presentation, response, setting, time allotted to complete tasks and assessments, assistive technology, materials, and devices, barrier-free environments, and/or behavioral intervention programs .</p>	<p>2.2. Inclusion Coach; Science Coach</p>	<p>2.2. Student portfolio</p>	<p>2.2. Formative and summative assessments</p>	

End of Florida Alternate Assessment High School Science Goals

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

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

<p>Biology 1 EOC Goals</p>	<p>Problem-Solving Process to</p>						
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	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.	1.1. Reading difficulty	1.1. Weekly science reading and discussion in all Science classes Apply reading strategies to science content. Collaboration with Reading Dept. Tutoring Content-area teachers will utilize ongoing progress monitoring data to differentiate instruction utilizing RtI-A framework Increase the time students spend reading in the content area Front-load vocabulary words	1. Classroom teacher Science Coach	1.1. Data review and chats Mini-assessments	1.1. Formative and summative classroom assessments.		

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<p>Biology 1 Goal #1: 12% (6) of students taking the Biology 1 EOC for the first time will score within the middle third ranking by July 2013.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>In June 2012, 7% (30) of 11th grade OCPS students taking the Biology 1 EOC for the first time scored in the middle third ranking for the Biology 1 EOC</p>	<p>By June 2013, 12% (6) of JHS students taking the Biology 1 EOC for the first time will score in the middle third ranking for the Biology 1 EOC</p>					
		<p>1.2. Math difficulty</p>	<p>1.2. Collaboration with math department. Practice math in science classes as it relates to the content area. Tutoring Content-area teachers will utilize ongoing progress monitoring data to differentiate instruction utilizing RtI-A framework</p>	<p>1.2. Classroom teacher Science Coach</p>	<p>1.2. Data review and chats Mini-assessments</p>	<p>1.2. Formative and summative classroom assessments</p>	
<p>Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.</p>	<p>2.1. Reading difficulty</p>	<p>2.1. Apply reading strategies to science content. Collaboration with Reading Dept. Front load vocabulary words Content-area teachers will utilize ongoing progress monitoring data to differentiate instruction utilizing RtI-A framework</p>	<p>2.1. Classroom teacher Science Coach</p>	<p>2.1. Data review and chats Mini-assessments</p>	<p>2.1. Formative and summative classroom assessments</p>		
<p><u>Biology 1 Goal #2:</u> <i>18% (8) of students taking the Biology 1 EOC for the first time will score within the top third ranking by July 2013.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>In June 2012, 14% (55) of OCPS students taking the Biology 1 EOC for the first time scored in the top third ranking for the Biology 1 EOC</p>	<p>By June 2013, 18% (8) of JHS students taking the Biology 1 EOC for the first time will score in the top third ranking for the Biology 1 EOC</p>					

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		2.2. Math difficulty	2.2. Collaboration with math department. Practice math in science classes as it relates to the content area. Content-area teachers will utilize ongoing progress monitoring data to differentiate instruction utilizing RtI-A framework	2.2. Classroom teacher Science Coach	2.2. Data review and chats Mini-assessments	2.2. Formative and summative classroom assessments	

End of Biology I EOC Goals

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Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1A.1. Teacher implementation of writing plan.	1A.1 Curriculum Mapping, as well as utilization of MY ACCESS Data to determine student needs and drive instruction	1A.1. ADMIN Inclusion Coach LA Curriculum Leader.	1A.1. Language Arts Grade 10 Collaboration Meetings using student writing samples and MY ACCESS data.	1A.1. MY ACCESS Lesson Plans Collaboration Minutes		
<u>Writing Goal #1A:</u> <i>In 2013, 90% (205) of the students at Jones High School taking FCAT Writes will score 4.0 or higher.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<i>In 2012, 87% (181) students at Jones High School taking FCAT Writes scored a 3.5 or higher.</i>	<i>In 2013, 90% (205) of the students at Jones High School taking FCAT Writes will score 4.0 or higher.</i>					
		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 4 or higher in writing.	1B.1. Teacher implementation of writing plan.	1B.1. Curriculum Mapping, as well as utilization of MY ACCESS Data to determine student needs and drive instruction	1B.1. ADMIN Inclusion Coach LA Curriculum Leader.	1B.1. Language Arts Grade 10 Collaboration Meetings using student writing samples and MY ACCESS data.	1B. 1. Program Data Lesson Plans Collaboration Minutes		
<u>Writing Goal #1B:</u> <i>In 2013, 69% (12) of the students at Jones High School taking FCAT Writes will score 4.0 or higher.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>In 2012, 66% (2) students at Jones High School taking FAA Writing scored a 4 or higher.</i>	<i>In 2013, 69% (12) of the students at Jones High School taking FCAT Writes will score 4.0 or higher.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	

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		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	
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Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
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
MY ACCESS	10/Lang Arts	Vendor	Grade 10 Lang Arts	October 1, 2012	Sign-in Sheets & Minutes, Teacher Evaluation and Collaboration	LA Department Chair
Writing Plan 2013	Grade 10 and ESE	LA Dept. Chair	Teachers of Grade 10 SWD Students	Monthly--Planning	Student Samples My Access Data	LA Department Chair
Department PLC's	All	PLC Facilitator	Content Area's	Year round	Sign-in Sheets & Minutes, Teacher Evaluation and Collaboration	Administration

Writing Budget (Insert rows as needed)

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

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Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
MY ACCESS	Writing Assessment	Title I	\$5,000
Subtotal: \$5,000			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$5,000			

End of Writing Goals

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

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

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

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

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Civics Professional Development

<p>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.</p>							
	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

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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

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

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

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

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

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U.S. History Professional Development

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

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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. Consistent monitoring of attendance and student achievement.	1.1. Letters to parents, School Messenger, Personal phone calls to the parents, Home visits, Eye on Tiger Meetings	1.1. Administrative Team, Attendance Clerk, School Social Worker, SAFE Coordinator	1.1. Intervention Meeting , Attendance Contract Review of monthly attendance reports	1.1. Data from attendance reports		
<u>Attendance Goal #1:</u> During the 2012-13 school year, there will be an average daily attendance rate of 95%	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	During the 2011-12 school year, there was an average daily attendance rate of 92.38% (735)	During the 2012-13 school year, there will be an average daily attendance rate of 95% (757)					

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	<u>2012 Current</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Absences</u> <u>(10 or more)</u>	<u>2013 Expected</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Absences</u> <u>(10 or more)</u>					
	388	343					
	<u>2012 Current</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Tardies (10 or</u> <u>more)</u>	<u>2013 Expected</u> <u>Number of</u> <u>Students with</u> <u>Excessive</u> <u>Tardies (10 or</u> <u>more)</u>					
	117	80					
		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

Attendance Budget (Insert rows as needed)

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

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

End of Attendance Goals

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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	1.1. Students continue to perform level 3 offenses, resulting in suspension from school.	1.1. Student assemblies where expectations are set Implementation of school wide Positive Behavior Support System. Intervention groups run by administrative deans for at-risk students	1.1. Administrative Deans Safe Coordinator	1.1. Collaborative Planning through administrative team meetings and PLC data meetings to review discipline records; RtI behavior intervention data reviews.	1.1. Discipline records and Eye of Tiger Progress Monitoring tool.		
Suspension Goal #1: In 2012-2013, there will be an average drop in suspensions by 15%.	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	605	514					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	360	306					

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	<u>2012 Total</u> <u>Number of Out-of-</u> <u>School Suspensions</u>	<u>2013 Expected</u> <u>Number of</u> <u>Out-of-School</u> <u>Suspensions</u>					
	173	147					
	<u>2012 Total Number</u> <u>of Students</u> <u>Suspended</u> <u>Out- of- School</u>	<u>2013 Expected</u> <u>Number of Students</u> <u>Suspended</u> <u>Out- of-School</u>					
	117	99					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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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

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:			

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Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
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	1.1. Student interest and performance in school.	1.1. To decrease the percentage of students who drop out of high school.	1.1. Student Services Team	1.1. Collaborative Planning through administrative team meetings	1.1. Academic records and Eye of Tiger Progress Monitoring tool.		
<p><u>Dropout Prevention Goal #1:</u></p> <p><i>Decrease dropout rate by 3%</i></p> <p><i>Increase graduation rate by 3%.</i></p> <p><i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i></p>	<p><u>2012 Current Dropout Rate:*</u></p>	<p><u>2013 Expected Dropout Rate:*</u></p>					
	Data not yet available from state	-3%					

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	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
	<i>Data not yet available from state</i>	+3%					
	1.2.	1.2. Students have not maintained a GPA that allows them to be eligible for graduation, sports, and/or extracurricular activities	1.2. Utilize programs such as E 20/20, and alternative schools to assist students in obtaining credits and grades and take part in grade forgiveness.	1.2. Student Services Team	1.2. The number of students who are below a 2.0 GPA	1.2. On-time graduation rate, Academic records and Eye of Tiger Progress Monitoring tool	
		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

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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)

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.

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* 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. Parents receiving important school information at the beginning of the school year and communication	1. (A) Back to School Celebration & Meet Your Teacher Day Activity and Open House. (B) Utilize the school messenger system (Connect Orange), newsletters, website, fliers, and teacher home phone call to parents.	1.1(A) Parental and Community Involvement Coordinator (B)Administrators and Faculty and Staff	1.1.(A) Provide a staff member to coordinate the Back to School Celebration and Open House Activities. (B) Administrators will use the school messenger system to deliver meaningful and important information to parents. Faculty and Staff will send home fliers prior to important school activities. Assign a staff member to update and maintain website.	1.1. (A) Sign In Sheets, Pictures, Surveys, Evaluations (B) School Messenger Log		
<u>Parent Involvement Goal</u> #1: <i>By July 2013 96% of all families will be actively involved at Jones High School as measured by attendance at family oriented school functions.</i>	<u>2012 Current Level of Parent Involvement.*</u>	<u>2013 Expected Level of Parent Involvement.*</u>					
	93% (884)	96% (811)					

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		1.2. Transportation	1.2. Using the Lynx Bus (city bus) and Home Visits by Social Worker	1.2.) SAFE Coordinator And Social Worker	1.2. Assigned Staff will provide students with information on how to effectively utilize the LYNX Buses. Assign social worker home visits and maintain a home visit log.	1.2 (A).Parent Survey (B) A review of student contact information	
		1.3. Lack of training	1.3. (A) Clerical Training to increase and maintain welcoming atmosphere at the school. (B) Faculty and Staff Team building activities. (C) Meaningful family day and night programs on and off campus	1.3. (A)Principal (B) Parental and Community Involvement Coordinator (C) Faculty and Staff "Family Day and Night Program" Committees	1.3. (A) Principal will facilitate clerical trainings to improve customer service (front desk, school secretary, bookkeeper, attendance, and discipline offices) (B) Parental & Community Involvement Coordinator will facilitate faculty / staff trainings on building and maintaining a school atmosphere which is conducive to welcoming all stakeholders. (C) Committees consisting of faculty and staff will form to coordinate and implement all family night school based and outreach programs	1.3. SAC Survey and Parent Survey	

Parent Involvement Professional Development

<p>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</p>							
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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
Experienced ADDitions, Partners in Education and Five Star Training	ALL	District Trainer (Community Resources)	ADDitions Volunteers, Partners in Education and Five Star Coordinator, Faculty and Staff, Parents	Fall 2012	Evaluation / Surveys	Parental and Community Involvement Coordinator
Professional Development Workshops	ALL	CRT / District Trainers	Faculty and Staff & Parents	On - Going	Evaluation / Surveys	Curriculum Resource Teacher (CRT)
Title 1 Parental Involvement Training	ALL	District Trainer	Title 1 Parental Involvement Coordinator, Parents	On- Going	Evaluation / Surveys	Title 1 Coordinator

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
Provide Important School Information to All Families	2012 – 13 Parent Handbook	Title One Parental Involvement Funds	\$4,000
Curriculum Family Night	A Family Night reception provided at the end of each activity	Title One Parental Involvement Funds	\$4,000
Meet & Greet for teachers and families	A Family Night reception provided at the end of each activity	Title One Parental Involvement Funds	\$4,000
Father/Daughter Celebration	A Family Night reception provided at the end of each activity	Title One Parental Involvement Funds	\$4,000
Mentor/Mentee Family Night	A Family Night reception provided at the end of each activity	Title One Parental Involvement Funds	\$4,000
AVID Family Night	A Family Night reception provided at the end of each activity	Title One Parental Involvement Funds	\$4,000
ESE Family Night	A Family Night reception provided at the end of each activity	Title One Parental Involvement Funds	\$4,000
Subtotal: \$28,000			
Technology			

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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)

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

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<p>STEM Goal #1:</p> <p>Increase by 5% student enrollment and performance in upper level mathematics and science courses through increased student engagement and participation in STEM related activities, including those related to STEM career and/or college readiness and opportunities.</p>	<p>1. Limited student experience/exposure as it relates to STEM career/college opportunities.</p>	<p>1. Increase students' awareness, exposure, and experience through the use of guest speakers, field trips, on-site and off-site programs/projects, audiovisual media, and technology.</p> <p>2. Increase the percentage of teachers using problem based learning through engineering challenges.</p> <p>3. Increase the percentage of students participating in STEM clubs and challenges.</p> <p>4. Increase student exposure and awareness of STEM careers and opportunities in identified subgroups (ie. curriculum and/or Teach In activities).</p>	<p>1.1. Science Coach Classroom Teacher</p>	<p>1. Student feedback and performance on activities, student engagement/ involvement.</p> <p>2. # of student participants</p>	<p>1.1. Open discussions, journaling, oral presentations, written reports</p> <p>1.2 Sign-in sheets.</p>

STEM Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</p> <p>Please note that each strategy does not require a professional development or PLC activity.</p>						
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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
Grade Level PLC's	All	PLC Facilitator	Grade Levels	Year round	Sign-in Sheets & Minutes, Teacher Evaluation and Collaboration	Administration
Department PLC's	All	PLC Facilitator	Content Area's	Year round	Sign-in Sheets & Minutes, Teacher Evaluation and Collaboration	Administration
Lesson Study	All	Content Area Instructional Coach	Content Area's	Year round	Sign-in Sheets & Minutes, Teacher Evaluation and Collaboration	Administration

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

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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
<u>CTE Goal #1:</u> Increase the number and percentage of students attending dual enrollment classes at OCPS Technical Centers and working toward Industry Certification	1.1. Students not aware of the availability of technical school dual enrollment.	1.1. Provide workshop and training on the technical schools.	1.1. Administration Guidance Chair	1.1. Collaborative planning through Student Service team meetings.	1.1. Eye on the Tiger progress monitoring tool and team evaluations.
	1.2. Students not aware of the benefits of technical schools.	1.2. Provide field trip with students to the technical schools to explore career choices.	1.2. Administration Guidance Chair	1.2. Collaborative planning through Student Services team meetings.	1.2. Eye on the Tiger progress monitoring tool and team evaluations.
	1.3 Student attendance at technical schools	1.3. Provide students with daily transportation to the technical schools.	1.3. Administration Guidance Chair	1.3. Collaborative planning through Student Services team meetings.	1.3. Eye on the Tiger progress monitoring tool and team evaluations.

CTE Professional Development

Professional Development (PD) aligned with Strategies through						

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

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CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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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	1.1. Students lack an understanding of the expectations of dual enrollment program.	1.1. Provide workshop and training on the dual enrollment expectations.	1.1. Administration Guidance Chair Assessment Coordinator VCC Dual Enrollment Coordinator	1.1. Collaborative planning through Dual Enrollment team meetings.	1.1. Eye on the Tiger progress monitoring tool and team evaluations.		
Additional Goal #1 <i>5% (40) of students will attend college dual enrollment programs during the 2012-13 school year.</i>	<u>2012 Current Level</u> :*	<u>2013 Expected Level</u> :*					
	<i>During the 2011-12 school year, .08% (1) of students attended college dual enrollment programs.</i>	<i>During the 2012-13 school year, 5% (40) of students will attend college dual enrollment programs.</i>					

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		1.2. Students lack an understanding of the benefits of dual enrollment program.	1.2. Provide workshop and training on the dual enrollment benefits.	1.2. Administration Guidance Chair Assessment Coordinator VCC Dual Enrollment Coordinator	1.2. Collaborative planning through Dual Enrollment team meetings.	1.2. Eye on the Tiger progress monitoring tool and team evaluations.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Additional Goal	1.1. Students' uncertainties in enrolling in advanced programs	1.1. Provide students more opportunities to learn about the facts of advanced programs Student Services team meetings to discuss student issues and collaborate on solutions	Advanced Studies Coordinator Guidance Counselors Instructional Coaches Assessment & Accountability Coordinator	1.1. Monitor enrollment data in advanced programs	1.1. Monitoring of enrollment data		

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Additional Goal #2: <i>Increased Enrollment and Performance in Advanced Programs (i.e., IB, Medical Arts, AP, AVID) by 5%</i>	2012 Current Level :*	2013 Expected Level :*					
	<i>AP-260 IB MYP-33 IB DP-25 Medical Arts-160 AVID-50</i>	<i>AP-275 IB MYP-43 IB DP-35 Medical Arts-175 AVID-60</i>					
		1.2. Students' lack of appropriate academic foundation to be successful in advanced programs	1.2. Ensure implementation of AVID strategies in content area classrooms	1.2. Advanced Studies Coordinator Department Chairs	1.2. Monitor performance data within advanced program classrooms	1.2. Student graded work Assessment results	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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		

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1. Additional Goal	1.1. Students' lack of awareness of college academic preparation and expectations.	1.1. Provide students with training and informational sessions concerning college and career choices.	1.1. Administration Testing Coordinator Guidance Chair College and Career Coordinator	1.1. The percentage of students taking the college entrance exams and national assessments.	1.1. Postsecondary Education Readiness Test (PERT); American College Testing (ACT); Scholastic Aptitude Test (SAT).		
Additional Goal #3: <i>Increase college and career readiness by 5%</i>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	<i>Reading 50.70% (70)</i> <i>Math 34.06% (47)</i>	<i>Reading 55.70% (75)</i> <i>Math 39.06% (52)</i>					
		1.2. Students' lack of awareness of college entrance exam scores needed for acceptance.	1.2. Provide students with training and informational sessions about college entrance exam scores.	1.2. Administration Testing Coordinator Guidance Chair College and Career Coordinator	1.2. The percentage of students taking and passing the college entrance exams.	1.2. Postsecondary Education Readiness Test (PERT); American College Testing (ACT); Scholastic Aptitude Test (SAT).	
		1.3. Students' performance on standardized college entrance exams	1.3. Provide after school SAT and ACT tutoring twice weekly	1.3. Administration Testing Coordinator Guidance Chair College and Career Coordinator.	1.3. The percentage of students taking and passing the college entrance exams.	1.3. Postsecondary Education Readiness Test (PERT); American College Testing (ACT); Scholastic Aptitude Test (SAT).	

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Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Additional Goal	1.1. Students do not use literacy strategies in their daily work to build their vocabulary and literacy skills.	1.1. Train teachers to utilize Literacy learning strategies cross curriculum in order to provide students with effective tools to enhance their literacy skills.	1.1. Administration and Reading Coach	1.1. Classroom walkthroughs, evidence of student work, and student achievement data	1.1. Classroom observation tool, FCAT, and ACT/SAT standardize test scores		
<u>Additional Goal #4:</u> Increase students earning at or above 21.2 on the ACT and/or at/ or above 502 Verbal, 515 Math on the SAT.	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	<i>Out of 129 Senior students 12.40% (16) earned 21.2 on ACT; Out of 129 student .78%(1) earned a Verbal score of 502 and .78%(1) earned a SAT Math score of 515.</i>	<i>In the 2012-2013 school year, senior student performance will increase to 17% on ACT earning 21.2; 5%(6) will earn a Verbal SAT score of 502 and 5% will earn a SAT Math score of 515.</i>					

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		1.2. Need to support higher order thinking, analysis, strategy development, and meaning for standardized test.	1.2. Provide ongoing professional development training on progress monitoring using ACT and SAT prep material.	1.2. Administration and Reading Coach	1.2. Student achievement data	1.2. ACT/SAT standardize test scores	
		1.3. Students lack of attendance	1.3. Provide ongoing after school tutoring sessions on ACT and SAT strategies.	1.3. Administration and Reading Coach Assessment Coordinator	1.3. Student work, and student achievement data	1.3. ACT/SAT standardize test scores	

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		

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1. Additional Goal	1. The student Individual Education Plan dictates that they remain classified in Special Education.	1. Support Facilitation in a content area class	1. Inclusion Coach and each content area coach	1. On-going informal and formal assessments, data collection	1. FCAT, Benchmark and FAA		
Additional Goal #5: <i>Decrease Disproportionate Classification in Special Education to 13%</i>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	<i>In June 2012, 15.6% (145) of JHS students were classified as ESE</i>	<i>By June 2013, 13% (120) of JHS students will be classified as ESE.</i>					
		2. Manifestation of the student disability	1.2. More one on one with certified ESE teacher or paraprofessional	1.2. Inclusion Coach	1.2. On-going informal and formal assessments, data collection	1.2. Data collected, FCAT, Benchmark, and FAA	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Additional Goal	1.1. Students and parents don't fully understand the benefits of fine arts courses in academic success	1.1. Provide information on benefits of fine arts courses in communications sent to parents Provide information on benefits of fine arts courses in during various family nights held throughout the year Provide more focus on benefits of fine arts courses during guidance classroom visits	1.1. Student Services team	1.1. Monitor enrollment data for fine arts courses at JHS and on-line	1.1. SMS and FLVS reports		
Additional Goal #6: 34% (290) of students will take fine arts courses	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					

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	<i>In June 2012, 30% (240) students were taking fine arts courses.</i>	By June 2013, 34% (290) of students will take fine arts courses					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Additional Goals 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
Grade Level PLC's	All	PLC Facilitator	Grade Levels	Year round	Sign-in Sheets & Minutes, Teacher Evaluation and Collaboration	Administration
Department PLC's	All	PLC Facilitator	Content Area's	Year round	Sign-in Sheets & Minutes, Teacher Evaluation and Collaboration	Administration

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Lesson Study	All	Content Area Instructional Coach	Content Area's	Year round	Sign-in Sheets & Minutes, Teacher Evaluation and Collaboration	Administration
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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	Total: 32,000
CELLA Budget	Total: \$10,000
Mathematics Budget	Total:
Science Budget	Total: \$5,000
Writing Budget	Total:
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total: 28,000
STEM Budget	Total:
CTE Budget	Total:
Additional Goals	Total:
Grand Total: \$75,000	

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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		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent

Are you reward school? Yes No

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

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The SAC committee will meet on the 3rd Thursday of each month.

The SAC has developed the School Improvement Plan (SIP) in collaboration with the school administration.

The SAC committee will participate in our Back to School Celebration, Parent-Teacher Night, Beautification Day, Health Fair, College & Career Night, Curriculum Night and others to be determined throughout the school year.

The SAC committee has organized a Campus Beautification project in collaboration with community organizations.

The SAC committee will conduct an investigation into the number of students zoned for Jones HS who are choosing to attend other schools, to include:

- What transfer options they are using

What JHS can do to convince parents and students to choose JHS over other schools

Describe the projected use of SAC funds.	Amount
To be determined at first SAC meeting on September 20, 2012	