Florida Department of Education

DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Lake Region High School	District Name: Polk
Principal: Joel McGuire	Superintendent: Dr. Sherrie B. Nickell
SAC Chair: Jerry Lewis	Date of School Board Approval:

Student Achievement Data and Reference Materials:

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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

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.)
Lake Region High School
Year School Grade
2010-11 Pending
2009-10 B
2008-09 C
2007-08 D
2006-07 D
2005-06 D
2004-05 C
2003-04 C
2002-01 C
2001-02 C
2000-01 C
1999-00 C
1998-99 D

Adequate Yearly Progress (AYP) Trend Data (Use this data to complete Sections 5A-5D of the reading and mathematics goals and Section 3A-3D of the writing goals.)

Florida Comprehensive Assessment Test (FCAT) Trend Data (Use this data to inform the problem-solving process when writing goals.) Trend Data 9 & 10th Grade Rdg. Levels							

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school	grade	Year	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5
LAKE REGION HIGH SCHOOL	9	2011	29	36	26	6	3
LAKE REGION HIGH SCHOOL	9	2010	28	37	22	9	4
LAKE REGION SENIOR HIGH	9	2009	26	35	24	10	4
LAKE REGION SENIOR HIGH	9	2008	32	31	23	11	3
LAKE REGION HIGH SCHOOL	10	2011	43	36	11	4	7
LAKE REGION HIGH SCHOOL	10	2010	36	30	18	7	10
LAKE REGION SENIOR HIGH	10	2009	37	31	18	6	8
LAKE REGION SENIOR HIGH	10	2008	41	27	14	8	10

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Joel McGuire	B.S & M.Ed. Social Studies Middle Grades Gifted Endorsement Ed. Leadership Principal=all levels	15 yrs.	15 yrs.	2009/2010 School year Grade=B 2010/2011 Rdg. Math Writing % High Standards 32% 66% 70% Learning Gains 39% 71% Lowest 25% 37% 60% AYP=67% 2009/2010 Rdg. Math Writing % High Standards 39% 67% 89% Learning Gains 39% 73% Lowest 25% 44% 63% AYP=72%
Assi stant Principal	Deborah Kindel	B.A., two M. Ed. Mathematics 6-12 Biology 6-12 Chemistry 6-12 Ed. Leadership Principal-all levels	16 years	9 years	2009/2010 School year Grade=B 2010/2011 Rdg. Math Writing % High Standards 32% 66% 70% Learning Gains 39% 71% Lowest 25% 37% 60% AYP=67% 2009/2010 Rdg. Math Writing % High Standards 39% 67% 89% Learning Gains 39% 73% Lowest 25% 44% 63% AYP=72%

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Assi stant Principal	Steven Clevenger	B.A & M.Ed. Mathematics 5-9 Elem. 1-6 Ed. Leadership Principal=all levels	12 years	11 years	2009/2010 School year Grade=B 2010/2011 Rdg. Math Writing % High Standards 32% 66% 70% Learning Gains 39% 71% Lowest 25% 37% 60% AYP=67% 2009/2010 Rdg. Math Writing % High Standards 39% 67% 89% Learning Gains 39% 73% Lowest 25% 44% 63% AYP=72%

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	Kelly Hansell	Ed. Leadership Reading Endorsement English 6-12 ESOL K-12 MGIC Elem. K-6 ESE K-12 Masters Degree	3 years	4 Years	School Grade B AYP 72% (2009-10) School Grade Pending AYP 67% (2010-11)
Math	Gary Smith-Wallace	Math 5-9 Masters Degree	7 years	0 years	School Grade B AYP 72% (2009-10) School Grade Pending AYP 67% (2010-11)
Science	TBD				

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Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Screen applicants for best prospects	Principal/APC	Before hiring
2. TIPS and NEO	District Staff	Before Work at Site
3. Keep course preparations to a maximum of two different ones, especially for new teachers.	Assistant Principal	yearly
4. Mentor of teachers new to school by department chair	Department Chair	On-going

Non-Highly Effective Instructors

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

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective

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None	

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
110	1%	32%	27%	40%	38%	100%			

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
Brian Marti	Kelly Hansell	Reading Instructional Coach	Bi-Monthly meetings

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Additional Requirements

*Coordination and Integration-*Title I Schools Only

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

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

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Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. The principal (Joel McGuire) establishes a common vision and direction for decision-making concerning implementation of RTI. Provide adequate time and resources for meeting and related activities. The principal ensures implementation of intervention support and documentation. The assistant principals (Deborah Kindel, APC & Steven Clevenger, APA) support the vision and assist with the monitoring of the implementation of intervention strategies. Kelly Hansell, Academic Intervention Facilitator for Reading. Gary Smith-Wallace, Academic Intervention Facilitator for Math. Renee Dart, Academic Dean. Barbara Dunn, Exceptional Student Facilitator. The Academic Intervention Facilitator (Hansell). The AIF identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The AIF identifies systematic patterns of students' needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with reading proficiency screening programs that provide intervening services and assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Meetings
9/12/12
10/10/12
10/31/12
11/28/12
12/12/12
1/7/13
2/13/13
3/13/13
5/8/13

Regular Education Instructors provide information and direction on instruction and assist with the process of integration of Tier 2/3 activities into the classroom. This group provides information about core instruction, participates in student data collection, helps facilitate and deliver instruction/intervention, collaborates with other staff to implement interventions, and integrates materials/instruction.
Exceptional Student Education Representative (Dunn). Provides information for Tier 2/3 activities and collaborates with General Ed. Teachers.
.
School Psychologist: Participates in collection, interpretation, and analysis of data. Provides support to Regular Ed. And Exceptional Student Education teachers.
Guidance Staff: Provides expertise in arranging appropriate program enrollment and serves as a liaison with the community agencies.
Testing Coordinator: Assists with testing activities and data collection, data dissemination, and interpretation.

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the problem-solving process is used in developing and implementing the SIP?

The leadership team will meet quarterly. The leadership team will coordinate with the literacy team to review progress monitoring data and determine any appropriate changes for identified students.
The team will review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, and who are at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development needs based on progress monitoring and available resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.
The MTSS leadership team meets with the assistant principal to assist with the development of the SIP.
Areas of need areas identified and appropriate strategies are designed to address these needs.
The process for implementation and monitoring are also developed by the team. The team will set clear expectations for instruction (Rigor, Relevance, Relationship); facilitating the development of a systemic implementation of Learning Focused (Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligning processes and procedures.

MTSS Implementation

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Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Baseline Data: FCAT, IDEAS, and Discovery Assessment baseline data for reading, math, and science Progress Monitoring Data: FastForword, Discovery Assessment for reading, math, and science End of year: FCAT, Discovery Assessment, and Algebra I EOC
Describe the plan to train staff on MTSS. Professional development will be provided during teachers' common planning time, and small sessions will occur throughout the year. The RtI team will also evaluate additional staff PD needs during the RtI Leadership Team Meetings.
Describe the plan to support MTSS. Professional development is to be provided during teachers' common planning time, and small sessions will occur throughout the year. The RtI team will also evaluate additional staff PD needs during the RtI Leadership Team Meetings.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). The literacy team is composed of the academic facilitator for reading, the assistant principal and volunteer staff members
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The team meets quarterly to review student progress.   The team is composed of the academic facilitator for reading, the assistant principal, academic dean and volunteer staff members.
What will be the major initiatives of the LLT this year? The team meets quarterly to review student progress monitoring data, plan professional development activities related to reading strategies for staff members, and to evaluate the progress of implementation of strategies.

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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?

Informal classroom walkthroughs by administration and academic facilitator
Part of teacher evaluation for targeted student goals
Monthly professional development for teachers on reading strategies
Required teacher reflection on teacher implementation of reading strategies along with teacher produced products to share with other teachers.
Implementation of the district FOCUS skill mini-lessons for reading will become pervasive throughout all content areas.

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?

Implementation of two career academies that incorporate employment skills such as industry certifications (Adobe, marketing, customer service)

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?

In monthly Learning Communities, teachers from across content areas meet and consult with one another to align their instructional strategies to meet the needs and interests of the students. Elective teachers are encouraged to incorporate literacy and math strategies as well as subject matter within their content areas.
11th and 12th grade early individual student conferences with guidance counselors.
College and Career Facilitator meet with individual and groups of students.
Scheduled college, career academies, and military visits on the high school campus to meet with students.
School-wide registration of 12th grade students for Bright Futures scholarships.
ACT strategies integrated into 11th and 12th grade reading courses.
Assist students in the registration process for ACT tests by guidance counselors.
Guidance Counselors and the College and Career Facilitator will meet and advise students on SAT, ACT, college entrance exams, and CPT during Junior and Senior conferences.

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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 <u>High School Feedback Report</u>.

Guidance Counselors and the College and Career Facilitator will continue to meet and advise students on SAT, ACT, college entrance exams, and CPT during Junior and Senior conferences.
11th and 12th grade early individual student conferences with guidance counselors.
Review of students' academic and test history to facilitate placement in college readiness courses such as AP and dual enrollment
Implementation of dual enrollment courses on high school campus
Students are provided opportunities to discover postsecondary options at all grade levels. Information on trade schools, secondary education and career placement is available through vocational courses, academy courses, guidance counselors, the College and Career Center, and community events. Student demographic data is analyzed to determine viability of relevant student-centered programs. Testing such as College Placement Tests, SAT/ACT, Career Interest Survey, ASVAB, etc. are available to students.

PART II: EXPECTED IMPROVEMENTS

<u>Reading Goals</u>

* 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		

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1A. FCAT 2.0: **Students scoring at Achievement Level 3 in reading.**	1A.1. Lack of motivation on part of students to participate and increase knowledge in content areas.	1A.1. Increase engagement levels using research based activities and structures including incorporating the Spring Board curriculum.	1. Principal, AP/C/A, Instructional Facilitators/Teachers
			2. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
			3. Academic Instructional Facilitators, Teachers/ bi-weekly PLC's
			4. Principal, AP/C/A, Instructional Facilitators ,Teachers/ PLC's
			Simultaneous:
			5. Principal, AP/C/A
			District Requirement:
			6. School Leadership Team
			
			DOE Requirements
				1. Administer Formative assessments
				2. Data Day Chats
				3. Data Chats to make curricular/instructional decisions based on review of student data and artifacts
				4. Data Chats to make curricular/instructional decisions based on review of student data and artifacts
				 Simultaneous:
				5. a. Daily classroom walk-throughs (3 -5')
				  b. Informal observations 10 -25')
				  c. Formal Observations (30' or more)
				 Optional:
				 6.Two (2) Live Meetings (First Progress Monitoring and Mid-Year)
					1. Discovery Assessments
					2. Initial creation of MTSS Tier matrix of grade level scores by subject (Reading, Math, Science, Writing, EOC's)
					3. Common Assessments (Teacher made by grade level and subject)
					 4. Adjusted barriers and strategies by MTSS Tier matrix of grade level and subject three (3) x within a school year
					Simultaneous:
					 5. Aggregated data by teacher, grade level, and subject area
					 Optional:
					6.Questions for Progress Monitoring		

Reading Goal #1A: *100% of students scoring a Level 3 on the 2012 Spring FCAT in reading will score at least a Level 3 on the 2013 Spring FCA in reading.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	22% (183)of the students tested scored a Level 3 on Spring 2012 FCAT.	32%(353) of students will achieve a Level 3 on Spring 2013 FCAT.				
		1A.2. Level of Questioning is below what is expected on state assessment.	1A.2. Continue to incorporate higher order thing questions across all content areas	1A.2.Principal, APC, AIF for Reading	1A.2. Evaluating assessments, questions created by teachers	1A.2. Assessment Percentage

		1A.3. Lack of engagement	1A.3. Increase use of Collaborative Pairs, Summarizing	1A.3. Principal, APC	1A.3. Observation	1A.3. Classroom Walkthroughs, Teacher evaluations	
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1B.1. Lack of cognitive ability of students.	1B.1. Follow IEP and meet the goals for students.	1B.1. ESE Facilitator, APC, Principal, District Staff	1B.1. Observation	1B.1. IEP Documentation		
Reading Goal #1B: *100% of students scoring a Level 4, 5, 6 on the 2012 FAA in reading will score a 4,5 or,6 on the 2013 FAA in reading.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	24% (4) of the students tested made a 4, 5, or 6 on the FAA in Spring 2012.	*24% of the students taking the 2013 FAA will score a Level 4, 5 or6.*					
		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 in reading.	2A.1.Students are not challenged through rigor and relevance.	2A.1. Increase the number of offerings for AP and dual enrollment courses. Incorporate the use of Spring Board curriculum.	2A.1. Assistant Principal for Curriculum, Principal Teacher	2A.1. Tracking offering and enrollment of these courses.	2A.1. Master schedule, teacher class lists Student Work books.		
Reading Goal #2A: *100% of students scoring at Achievement Levels 4 or 5 in reading on the spring 2012 FCAT will score a Level 4 or 5 on the 2013 spring FCAT in reading.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	15%(149) of students scored a Level 4 or 5 on FCAT Reading in Spring 2012	*19% (210) of students will score a Level 4 or 5 on Spring 2013 FCAT.*					
		2A.2. Reading content and expectations are not at the higher level required.	2A.2. Continue use of CISM and Higher Order Thinking as a topic in the Professional Learning Community meetings.	2A.2. Classroom Teacher, AIF for Reading, Assistant Principal for Curriculum	2A.2. Sign in sheets, turned in products	2A.2. Increased usage of HOT questions.	
		2A.3.Reading content and expectations are not at the higher level required.	2A.3. Include differentiation as a topic during the Professional Learning Community meetings.	2A.3. AIF for Reading, Assistant Principal for Curriculum	2A.3. Sign in sheets, turned in products	2A.3. Lesson plans, observation	

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2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	1B.1. Lack of cognitive ability of students.	1B.1. Follow IEP and meet the goals for students.	1B.1. ESE Facilitator, APC, Principal, District Staff	1B.1. Observation	1B.1. IEP Documentation		
Reading Goal #2B: *100% of students scoring at or above a Level 7 on the 2012 FAA in reading will score a 7 or above on the 2013 FAA in reading.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	65% (11) of the students who took the 2012 Spring FAA scored Levels 7, 8 or 9 in reading.	*65% (11) of the students taking the 2013Spring FAA will score a 7, 8 or 9 in Reading.*					
		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 reading.	3A.1. Below grade level reading skills	3A.1. Pair reading with content area: 9th-English, 10th-Social studies to have reading teachers preview and supplement taught text.	3A.1. Individual Teachers, Assistant Principals, Principal	3A.1. Student performance on test and in the linked content class.	3A.1. Students' grades and work samples.		
Reading Goal #3A: *100% of the students will show learning gains on the 2013 Spring FCAT in reading.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	55% (420) of students made learning gains on Spring 2012 FCAT.	*59% (652) of students will make learning gains on Spring 2013 FCAT.*					
		3B.2. Lack of experience in reading FCAT related passages (endurance)	3B.2.Use district provided extended passages.	3B.2.Individual Teachers, AIF for reading, APC, Principal	3B.2. Observation, anecdotal reports	3B.2. Lesson Plans, Pinnacle data	
		3A.3. Lack of reading outside the classroom.	3A.3.Incorporate the Article of the Week as a homework assignment in all reading classes.	3A.3. AIF for reading, Reading teachers	3A.3. Student performance, student work samples and discussion of reading	3A.3. Reports of increased awareness of outside content	

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3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	1B.1. Lack of cognitive ability of students.	1B.1. Follow IEP and meet the goals for students.	1B.1. ESE Facilitator, APC, Principal, District Staff	1B.1. Observation	1B.1. IEP Documentation		
Reading Goal #3B: *100% of the students taking the 2013 FAA in reading will make learning gains.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	88% (15) of the students who participated in the Spring 2012 FAA for reading showed learning gains.	*88% (15) of the students who participate in the Spring 2013 FAA for reading will show learning gains.*					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
			3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.	3A.1. Below grade level reading skills	3A.1. Pair reading with content area: 9th-English, 10th-Social studies to have reading teachers preview and supplement taught text.	3A.1. Individual Teachers, Assistant Principals, Principal	3A.1. Student performance on test and in the linked content class.	3A.1. Students' grades and work samples.		
Reading Goal #4A: *100% of the students in the lowest 25% of the student body will make learning gains from the 2012 Spring FCAT to the 2013 Spring FCAT.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	63% (153) of the lowest 25% made learning gains on the Reading Spring 2012 FCAT	*67% (185) of the lowest 25% will make learning gains evidenced on the Reading Spring 2013 FCAT*					
		3B.2. Lack of experience in reading FCAT related passages (endurance)	3B.2. Use district provided extended passages.	3B.2. Individual Teachers, AIF for reading, APC, Principal	3B.2. Observation, anecdotal reports	3B.2. Lesson Plans, Pinnacle data, Discovery Data
		3A.3. Weak vocabulary	3A.3. Implement school-wide vocabulary terms	3A.3. AIF for reading, All teachers, Principal	3A.3. Morning announcements	3A.3. Reports of increased vocabulary.

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4B. Florida Alternate Assessment: **Percentage of students in lowest 25% making learning gains in reading.**	1B.1. Lack of cognitive ability of students.	1B.1. Follow IEP and meet the goals for students.	1B.1. ESE Facilitator, APC, Principal, District Staff	1B.1. Observation	1B.1. IEP Documentation	
Reading Goal #4B: *100% of the students in the lowest 25% who take the FAA will make learning gains from the 2012 Spring FAA to the 2013 Spring FAA.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	50% of the students who participated in 2012 Spring FAA for reading showed learning gains.	*50% of the students who will participate in 2013 Spring FAA for reading will show learning gains*				
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 32% of students scored at grade level or above evidenced by FCAT .		*By the school year2012-2013, at least 50% of the students will score at grade level or above as evidenced by the FCAT or other state selected test.*	*By the school year2013-2014, at least 55% of the students will score at grade level or above as evidenced by the FCAT or other state selected test.*	*By the school year2014-2015, at least 60% of the students will score at grade level or above as evidenced by the FCAT or other state selected test.*	*By the school year2015-2016, at least 65% of the students will score at grade level or above as evidenced by the FCAT or other state selected test.*	*By the school year2016-2017, at least 70% of the students will score at grade level or above as evidenced by the FCAT or other state selected test.*
Reading Goal #5A: *By the school year2016-2017, at least 70% of the students will score at grade level or above as evidenced by the FCAT or other state selected test.*							
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		

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5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**	5B.1. In addition to those already mentioned: White: Lack of reading outside what is required for school. Black: Lack of reading outside what is required for school. Hispanic: Lack of reading outside what is required for school. Asian: Lack of reading outside what is required for school. American Indian: Lack of reading outside what is required for school.	5B.1. Continue exposure by incorporating daily reading in all classes. Increase availability of content by expanding and providing for classroom libraries.	5B.1. Classroom teacher AIF Reading Assistant Principal for Curriculum Principal	5B.1. Direct Observation Anecdotal data	5B.1. Comparison of Discovery data		
Reading Goal #5B: *100% of students in each of the following subgroups: White, Black, Hispanic, Asian and American Indian will make satisfactory progress in reading.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White:50% Black:22% Hispanic:29% Asian:71% American Indian:36%	White:60% Black:38% Hispanic:41% Asian:47% American Indian:67%					
		5B.2. Lack of perceived value of education	5B.2. Begin Academic Booster Org Continue to celebrate and increase strength of academic successes	5B.2. AIF Reading Principal	5B.2. Anecdotal, observational	5B.2.Tracked attendance and goals met.	
		5B.3. Lack of vocabulary	5B.3 Incorporate a Word of the Day School wide.	5B.3. Classroom teachers AIF Reading	5B.3. Evaluating vocabulary on Discovery, Anecdotal	5B.3. Discovery Data focused on Vocabulary	

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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. Students only speak English during the school day and revert to home language at other times.	5C.1. Increase use of English during the day and stress importance of exposure and continued practice.	5C.1. Classroom teacher APC	5C.1. Comparison of Data	5C.1. CELLA scores		
Reading Goal #5C: *100% of English Language Learners will make satisfactory progress in reading.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	16% of ELL students made satisfactory in reading in 2001-2012.	*By school year 2012-2013, 28% of ELL students will make satisfactory progress in reading in 2012-2013.*					
		5C.2. Some students are not proficient even in home language	5C.2. Increase availability of text in home language; provide for use of language dictionaries	5C.2. Classroom Teachers Testing Coordinator	5C.2. Anecdotal	5C.2. Increased use of dictionary	
		5C.3. Academic vocabulary is harder for ELL student to grasp	5B.3 Incorporate a Word of the Day School wide.	5B.3. Classroom teachers AIF Reading	5B.3. Evaluating vocabulary on Discovery, Anecdotal	5B.3. Discovery Data focused on Vocabulary	

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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		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. Lack of vocabulary	5B.3 Incorporate a Word of the Day School wide.	5B.3. Classroom teachers AIF Reading	5B.3. Evaluating vocabulary on Discovery, Anecdotal	5B.3. Discovery Data focused on Vocabulary		
Reading Goal #5D: *100% of the Students With Disabilities will make satisfactory progress in reading.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	24% of students with disabilities made progress in reading during the 2011-2012 school year.	*35% of students with disabilities will make progress in reading during the 2012-2013 school year.*					
		5D.2. Lack of exposure to grade level text.	5D.2. Incorporate co-taught classes.	5D.2. Classroom Teacher Co-Teacher LEA AIF Reading APC	5D.2. Comparing grade results	5D.2. Student grade reports	
		5D.3. Students, in middle school, are placed in full time ESE classes and then are put into regular classes at high school level.	5D.3.Provide strong supportive facilitation.	5D.3.Support Facilitators. LEA Classroom Teachers	5D.3. Compare and track data regarding these courses and students.	5D.3. Grade and Anecdotal reports	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Statistically, lack of vocabulary	5B.3 Incorporate a Word of the Day School wide.	5B.3. Classroom teachers AIF Reading	5B.3. Evaluating vocabulary on Discovery, Anecdotal	5B.3. Discovery Data focused on Vocabulary		
Reading Goal #5E: *100% of students classified as economically disadvantaged will make progress in reading.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	29% of economically disadvantaged students made satisfactory growth in 2011-2012.	*42% of economically disadvantaged students will make satisfactory progress in reading during 2012-2013.*					
		5B.2. Lack of perceived value of education	5B.2. Begin Academic Booster Org Continue to celebrate and increase strength of academic successes	5B.2. AIF Reading Principal	5B.2. Anecdotal, observational	5B.2.Tracked attendance and goals met.	
		5E.3.Lack of reading outside of classrooms.	5B.1. Continue exposure by incorporating daily reading in all classes. Increase availability of content by expanding and providing for classroom libraries.	5B.1. Classroom teacher AIF Reading Assistant Principal for Curriculum Principal	5B.1. Direct Observation Anecdotal data	5B.1. Comparison of Discovery data	

Reading Professional Development

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

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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
Higher Order Thinking	9-12, all	Kelly Hansell Dr. D. Kindel	PLC-school wide	Early release, monthly	Participant Follow Up Products	Dr. D. Kindel
Vocabulary	9-12, reading	Paula Chapple Heather Childree	PLC- Reading	Sept 2012	Participant Follow Up Products	Heather Childree
Spring Board	9-12, all reading	Jackie Baldwin Diane Plowden	PD-district initiative	Sept-Oct 2012	Participant Follow Up Products	Dr. D. Kindel, Joel McGuire

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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
Increase Classroom Library		School funds	800.00
Subtotal: $800.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Common Planning	Time	Title II	2,000.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1. Below grade level reading skills	.1. Pair reading with content area: 9th-English, 10th-Social studies to have reading teachers preview and supplement taught text. ESOL Classes, & classroom oral practice	1. Individual Teachers, Assistant Principals, Principal	.1. Student performance on test and in the linked content class.	.1. Students' grades and work samples.	
CELLA Goal #1: *Goal is to improve the Listening & Speaking to 19% proficiency.*	2012 Current Percent of Students Proficient in Listening/Speaking:					
	61% of students were proficient. Increase by 10% for 2013					
	3B.2. Lack of experience in reading FCAT related passages (endurance) 3A.3. Weak vocabulary	.2.Use district provided extended passages.	2.Individual Teachers, AIF for reading, APC, Principal	2. Observation, anecdotal reports	2. Lesson Plans, Pinnacle data, Discovery Data	1.2.
		.3.Implement school-wide vocabulary terms	.3. AIF for reading, All teachers, Principal	3. Morning announcements	3. Reports of increased vocabulary.	1.3.
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

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2. Students scoring proficient in reading.	1. Below grade level reading skills	1. Pair reading with content area: 9th-English, 10th-Social studies to have reading teachers preview and supplement taught text. CELLA, Fast forword, & ESOL strategies	.1. Individual Teachers, Assistant Principals, Principal	1. Student performance on test and in the linked content class.	1. Students' grades and work samples.	
CELLA Goal #2: *Goal is to improve the Reading to 19% proficiency.*	2012 Current Percent of Students Proficient in Reading:					
	22% of students were proficient, Increase by 19% for 2013					
	3B.2. Lack of experience in reading FCAT related passages (endurance) 3A.3. Weak vocabulary	2.Use district provided extended passages.	2.Individual Teachers, AIF for reading, APC, Principal	2. Observation, anecdotal reports	2. Lesson Plans, Pinnacle data, Discovery Data	2.2.
		.3.Implement school-wide vocabulary terms	3. AIF for reading, All teachers, Principal	.3. Morning announcements	3. Reports of increased vocabulary.	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.	3. Below grade level reading skills	.1. Pair reading with content area: 9th-English, 10th-Social studies to have reading teachers preview and supplement taught text. Use of writing across curriculum	1. Individual Teachers, Assistant Principals, Principal	1. Student performance on test and in the linked content class.	1. Students' grades and work samples.	
CELLA Goal #3: _Goal is to improve the Writing to 19% proficiency._	2012 Current Percent of Students Proficient in Writing :					
	42% of students were proficient. Increase by 15%.					
	3B.2. Lack of experience in reading FCAT related passages (endurance) 3A.3. Weak vocabulary	2.Use district provided extended passages.	2.Individual Teachers, AIF for reading, APC, Principal	.2. Observation, anecdotal reports	.2. Lesson Plans, Pinnacle data, Discovery Data	2.2.
		3.Implement school-wide vocabulary terms	3. AIF for reading, All teachers, Principal	3. Morning announcements	3. Reports of increased vocabulary.	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
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of CELLA Goals

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Florida Alternate Assessment High School Mathematics Goals

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

gh School Mathemat	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in mathematics.**	1.1. Items not scored or scored incorrectly	1.1. Encourage students to attempt all questions on the test by practicing the format of the assessment with the students daily	1.1. Teacher, Parent, & ESE facilitator	1.1. Florida Alternate Assessment Scores and daily work	1.1. FAA test and student grades		
Mathematics Goal #1: 95% of the students taking alternate assessment will score a level 4 or above (achieved or commended)	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	16 students participated of which 4 were level 4 and above (25%)	*30% of the students will score 4 or above*				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2.1. The increased complexity of the assessment	2.1. Continue to use a pacing guide to ensure that all access points have been taught prior to the testing window.	2.1. . Teacher, Parent, & ESE facilitator	2.1. Florida Alternate Assessment Scores and daily work	2.1. . FAA test and student grades	
Mathematics Goal #2: 3% of the students taking the alternate assessment will score a level 7 or above (achieved or commended)	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	16 students participated of which 7 were level 7 and above (50%)	*Continue to maintain 50% or more at level 7 to 9*				
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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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		
3. Florida Alternate Assessment: **Percentage of students making learning gains in mathematics.**	3.1. High mobility rate of teachers and students along with teachers not following guidelines when administering the assessment	3.1. Implement the curriculum provided by the district in all courses.	3.1. Teacher, ESE facilitators	3.1. Florida Alternate Assessment Scores and daily work	3.1. FAA test and student grades		
Mathematics Goal #3: *100% of the students taking the 2013 FAA in math will make learning gains.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	82% (13) of the students who participated in the Spring 2012 FAA for math showed learning gains.	*84% (14) of the students who participate in the Spring 2013 FAA for math will show learning gains.*					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		3.3.	3.3.	3.3.	3.3.	3.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.	4.1. Lack of students engagement and practicing format of the assessment	4.1. Practice the format of the assessment with the students daily and stress the importance of completing work and doing best	4.1. Teacher, ESE facilitators	4.1. . Florida Alternate Assessment Scores and daily work	4.1. FAA test and student grades	
Mathematics Goal #4: *100% of the students taking the 2013 FAA in math will make learning gains.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	3 students out of 16 (19%)	*100% of students will make learning gains*				
		4.2.	4.2.	4.2.	4.2.	4.2.
		4.3.	4.3.	4.3.	4.3.	4.3.

End of Florida Alternate Assessment High School Mathematics Goals

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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		

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1. Students scoring at Achievement Level 3 in Algebra 1.	1.1. Transition to High School, lack of understanding of credits and placement	1.1 Continue to place students in academic courses based on readi- step scores, FCAT testing, Algebra EOC test and math history. Use of Springboard curriculum and activities	1.1 Principal, AP/C/A, Instructional Facilitators &Teachers/PLC's	1.1. Administer Formative assessments, Data Day Chats, Data Chats to make curricular/instructional decisions based on review of student data and artifacts, Data Chats to make curricular/instructional decisions based on review of student data and artifacts	1.1. Discovery Assessments 2. Initial creation of MTSS Tier matrix of grade level scores by subject (Reading, Math, Science, Writing, EOC's) 3. Common Assessments (Teacher made by grade level and subject) 4. Adjusted barriers and strategies by MTSS Tier matrix of grade level and subject three (3) x within a school year **Simultaneous:** 5. Aggregated data by teacher, grade level, and subject area **Optional:** 6.Questions for Progress Monitoring		
Algebra 1 Goal #1: **For Algebra End of Course Exam 100% of the students will meet a passing score as set by the state**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	25% (76)of 305students scored a level 3	*Increase to 35% of the students scoring a level 3*					

		1.2.	1.2.	1.2.	1.2.	1.2.	
		Student knowledge and/or lack of math vocabulary Lack of Contextual practice	Continue use of LFS strategies such as word walls, teacher common planning to discuss effective strategies for improving vocabulary understanding Teach students to analyze, justify & explain approaches to problem solving Use of Springboard curriculum as it aligns with common core Springboard Activities	Principal, AP/C/A, Instructional Facilitators	Daily Classroom walkthroughs, Informal and Formal Observations	Discovery Assessments 2. Initial creation of MTSS Tier matrix of grade level scores by subject (Reading, Math, Science, Writing, EOC's) 3. Common Assessments (Teacher made by grade level and subject) 4. Adjusted barriers and strategies by MTSS Tier matrix of grade level and subject three (3) x within a school year **Simultaneous:** 5. Aggregated data by teacher, grade level, and subject area **Optional:**6.Questions for Progress Monitoring	

		1.3.Lack of engagement of some students in classroom learning activities	1.3. Integration of higher level thinking questions and assessment items along with the Inclusion of cooperative learning strategies Springboard Activities	1.3. Principal and Assistant Principals, Classroom teacher and AIF Math	1.3. Daily Classroom walkthroughs, Informal and Formal Observations	1.3 Discovery Assessments 2. Initial creation of MTSS Tier matrix of grade level scores by subject (Reading, Math, Science, Writing, EOC's) 3. Common Assessments (Teacher made by grade level and subject) 4. Adjusted barriers and strategies by MTSS Tier matrix of grade level and subject three (3) x within a school year **Simultaneous:** 5. Aggregated data by teacher, grade level, and subject area **Optional:**6.Questions for Progress Monitoring	
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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2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.	2.1. Class size amendment in continuing accelerated courses that are available	2.1. Students will be placed in challenging courses based on FCAT scores, Readi-Step scores and previous math history Use of Springboard curriculum as it aligns with common core	2.1. Principal, AP/C/A, Instructional Facilitators, Guidance Counselors, &Teachers/PLC's	2.1. Data Chats to make curricular/instructional decisions based on review of student data and artifacts	2.1. Discovery testing, Common assessments and EOC Algebra I Score		
Algebra Goal #2: **For Algebra End of Course Exam 32% of the students will score in the top third area of the exam**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	12% (14) of 305 students scored a level 4 or 5	*Increase to 33% of the students scoring at a level 4 or 5*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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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	
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**		*By the school year2012-2013, at least 44% of the students will score at grade level or above as evidenced by the EOC or other state selected test.*	*By the school year2013-2014, at least 50% of the students will score at grade level or above as evidenced by the EOC or other state selected test.*	*By the school year2014-2015, at least 55% of the students will score at grade level or above as evidenced by the EOC or other state selected test.*	*By the school year2015-2016, at least 61% of the students will score at grade level or above as evidenced by the EOC or other state selected test.*	*By the school year2016-2017, at least 67% of the students will score at grade level or above as evidenced by the EOC or other state selected test.*
Algebra 1 Goal #3A: *By the school year2016-2017, at least 67% of the students will score at grade level or above as evidenced by the EOC or other state selected test.*							
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		

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3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra 1.**	1.1. In addition to those already mentioned: White: Lack of importance of math outside what is required for school. Black: Lack of math outside what is required for school. Hispanic: Lack of math outside what is required for school. Asian: Lack of math outside what is required for school. American Indian: Lack of math outside what is required for school.	1.1 Continue to place students in academic courses based on readi- step scores, FCAT testing, Algebra EOC test and math history. Use of Springboard curriculum and activities Relate math to everyday life within the community and world	1.1 Principal, AP/C/A, Instructional Facilitators &Teachers/PLC's	1.1. Administer Formative assessments, Data Day Chats, Data Chats to make curricular/instructional decisions based on review of student data and artifacts, Data Chats to make curricular/instructional decisions based on review of student data and artifacts	1.1. Discovery Assessments 2. Initial creation of MTSS Tier matrix of grade level scores by subject (Reading, Math, Science, Writing, EOC's) 3. Common Assessments (Teacher made by grade level and subject) 4. Adjusted barriers and strategies by MTSS Tier matrix of grade level and subject three (3) x within a school year **Simultaneous:** 5. Aggregated data by teacher, grade level, and subject area **Optional:** 6.Questions for Progress Monitoring		
Algebra 1 Goal #3B: *100% of students in each of the following subgroups: White, Black, Hispanic, Asian and American Indian will make satisfactory progress in Algebra I.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Based on 2011-12 results, the flowing made progress in math. White:41% Black:33% Hispanic:37% Asian: n/a American Indian: n/a	*For school year 2012-2013, the following will make progress in math.* White:51% Black:44% Hispanic:48% Asian: n/a American Indian: n/a					

		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		
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.	3C.1. Knowledge and understanding of contents, vocabulary, etc. based on language barrier.	3C.1. Use of ELL Facilitator to gain access to materials in multi-languages Use of springboard curriculum and activities	3C.1. ELL Facilitator Guidance Counselor, Classroom teachers	3C.1. Student grades and EOC Algebra I score	3C.1. Progress Monitoring tools, Discovery test; Algebra I EOC		
Algebra 1 Goal #3C: *100% of students classified as English Language Learners will make satisfactory progress in Algebra I.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	In 2011-2012, 21% of ELL students made satisfactory progress in Algebra I.	*During the 2012-2013 school year, 34% of ELL students will make satisfactory progress in Algebra I.*					
		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		

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.	3D.1. Students frustration with past math experiences and lack of understanding	3D.1. Inclusion classes and the implementation of Springboard curriculum and activities	3D.1. ESE Support Facilitator, Classroom Teacher	3D.1. Student grades, end of course exam grade	3D.1. Discovery test reports, EOC Algebra I score		
Algebra 1 Goal #3D: *100% of Students With Disabilities will make satisfactory progress in Algebra I.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	In 2011-2012, 29% of SWD students made satisfactory progress in Algebra I.	*During the 2012-2013 school year, 41% of SWD students will make satisfactory progress in Algebra I.*				
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
		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		
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.	3E.1. Student lack of relevance to subject and examples given in class	3E.1. Through use of Springboard curriculum and activities use examples and practice that relate to all students	3E.1. Classroom teacher, APC, AIF	3E.1. Student grades, Discovery test scores	3E.1. EOC Algebra I Score		
Algebra 1 Goal #3E: *100% of Students who are classified as economically disadvantaged will make satisfactory progress in Algebra I.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	In 2011-2012, 35% of economically disadvantaged students made satisfactory progress in Algebra I.	*During the 2012-2013 school year, 46% of economically disadvantaged students will make satisfactory progress in Algebra I.*					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Algebra 1 EOC Goals

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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		

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1. Students scoring at Achievement Level 3 in Geometry.	1.1 Student testing frustration and understanding of academic credits needed	1.1 Continue to place students in academic courses based on FCAT testing, Algebra and other previous math scores Use of Springboard materials and activities	1.1 Principal, AP/C/A, Instructional Facilitators, &Teachers/PLC's	1.1. Data Chats to make curricular/instructional decisions based on review of student data and artifacts	1.1. Discovery Assessments 2. Initial creation of MTSS Tier matrix of grade level scores by subject (Reading, Math, Science, Writing, EOC's) 3. Common Assessments (Teacher made by grade level and subject) 4. Adjusted barriers and strategies by MTSS Tier matrix of grade level and subject three (3) x within a school year **Simultaneous:** 5. Aggregated data by teacher, grade level, and subject area **Optional:** 6.Questions for Progress Monitoring		
Geometry Goal #1: **For Geometry End of Course Exam 100% of the students will meet a passing score as set by the state**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	EOC was 30% of student grade	*66% of the students will score a passing score on the EOC*					

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		1.2 Lack of engagement of some students in classroom learning activities	1.3. Integration of higher level thinking questions and assessment items along with the Inclusion of cooperative learning strategies Use of Springboard curriculum & activities	1.3. Principal, AP/C/A, Instructional Facilitators, &Teachers/PLC's	1.3. Daily Classroom walkthroughs, Informal and Formal Observations	1.3 Discovery Assessments 2. Initial creation of MTSS Tier matrix of grade level scores by subject (Reading, Math, Science, Writing, EOC's) 3. Common Assessments (Teacher made by grade level and subject) 4. Adjusted barriers and strategies by MTSS Tier matrix of grade level and subject three (3) x within a school year **Simultaneous:** 5. Aggregated data by teacher, grade level, and subject area **Optional:** 6.Questions for Progress Monitoring	
		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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2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.	2.1. Class size amendment in continuing accelerated courses that are available	2.1. Students will be placed in challenging courses based on FCAT scores, Algebra I scores and previous math history Use of Springboard curriculum & activities along with HOT questions	2.1. Principal, AP/C/A, Instructional Facilitators, Teachers, &Guidance Counselors	2.1. Data Chats to make curricular/instructional decisions based on review of student data and artifacts Daily Classroom walkthroughs, Informal and Formal Observations	2.1. Discovery Assessments, Common Assessments, Aggregated data by teacher, grade level, & subject area		
Geometry Goal #2: *33% of the students will score a level 4 and above*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	EOC was 30% of student grade	*33% of the students in Geometry will achieve a level 4 or 5*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
3A. In six years, school will reduce their achievement gap by 50%.	**Baseline data 2011-2012**		*By the school year2012-2013, at least 43% of the students will score at grade level or above as evidenced by the EOC or other state selected test.*	*By the school year2013-2014, at least 49% of the students will score at grade level or above as evidenced by the EOC or other state selected test.*	*By the school year2014-2015, at least 55% of the students will score at grade level or above as evidenced by the EOC or other state selected test.*	*By the school year2015-2016, at least 61% of the students will score at grade level or above as evidenced by the EOC or other state selected test.*	
Geometry Goal #3A: *By the school year2016-2017, at least 66% of the students will score at grade level or above as evidenced by the EOC or other state selected test.*							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.**	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		

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Geometry Goal #3B: *No Data available*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box. White: Black: Hispanic: Asian: American Indian:	*Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:					
		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		
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.	3C.1. Knowledge and understanding of contents, vocabulary, etc. based on language barrier.	3C.1. Use of ELL Facilitator to gain access to materials in multi-languages Use of springboard curriculum and activities	3C.1. ELL Facilitator Guidance Counselor, Classroom teachers	3C.1. Student grades and EOC Geometry score	3C.1. Progress Monitoring tools, Discovery test; Geometry EOC		
Geometry Goal #3C: NA No disaggregated data available for math EOC.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Data not available	*10% increase in scores passing*					
		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		

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1. Students past frustration in math and lack of understanding	3D.1. Inclusion classes and the implementation of Springboard curriculum and activities	3D.1. ESE Support Facilitator, Classroom Teacher	3D.1. Student grades, end of course exam grade Data Chats to make curricular/instructional decisions based on review of student data and artifacts	3D.1. Discovery test reports, EOC Algebra I score		
Geometry Goal #3D: NA No disaggregated data available for math EOC.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Not available	*10% increase in scores passing*					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		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		
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1. Student lack of relevance to subject and examples given in class	3E.1. Through use of Springboard curriculum and activities use examples and practice that relate to all students	3E.1. Classroom teacher, APC, AIF	3E.1. Student grades, Discovery test scores Data Chats to make curricular/instructional decisions based on review of student data and artifacts	3E.1. Progress Monitoring tools, Discovery test; Geometry EOC		
Geometry Goal #3E: NA No disaggregated data available for math EOC.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Not available	*10% increase in passing score*					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with						

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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
Integration of Airliners, Automatic Student Response systems, and Document Cameras	9-12/math courses	Network Manager/ Academic Dean/ Media Specialist	Math Teachers	Ongoing	Lesson Plans, Media Check Out logs	Network Manager, APC, Academic Dean, Media Specialist
Increased use of Data-driven classroom instruction	9-12	AIF/APC	Teachers	On-going	Lesson plans, conferencing of teachers and administration Unpack Standard Crosswalk/Common Core Curriculum	Administration
Springboard Implementation for Algebra and Geometry	9-12/Algebra and Geometry	Learning Communities, Department Chair	Math Department	Ongoing	Observations and teacher Lesson plans	Department Chair, APC Academic Dean

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<u>Mathematics Budget</u> (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Higher order thinking activities	Learning Focused Resource Book for Mathematics	School operating	$200.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Higher order thinking activities	calculators	School operating	$3,500.00
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Common Planning	District	Title II funds	$ 2,000.00
Using Compass/Odyssey to strengthen student algebra skills	Compass/Odyssey Software Program	none	
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Mathematics 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		
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1.1. Some of the anticipated barriers are the format of the tests is uncertain and confusing to the students.	1. Practice the format of the assessment daily with the students using a the pacing guide to ensure information is taught prior to testing window	1.1. ESE teacher and ESE Support Facilitator	1.1. Lesson Plans, student progress reports	1.1. Florida Alternative Assessment Scores		

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Science Goal #1: 100% of the students taking alternate assessment will score a level 4 or above (achieved or commended)	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Nine students participated in FAA 8 of the 9 scored achievement or above (89% passing)	*Continue to maintain above a 89% passing rate and increase to 94% passing rate*				
		1.2. Lack of student engagement in Science area	1.2. Continue to encourage student participation through hands on activities	1.2. ESE teacher and ESE Support Facilitator	1.2. Progress reports	1.2. . Florida Alternative Assessment Scores
		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Florida Alternate Assessment: **Students scoring at or above Level 7 in science.**	2.1. Items not scored or scored incorrectly	2.1. Encourage students during the year to do their best and pace themselves, Teacher PD peer scoring practice	2.1. ESE teacher and ESE Support Facilitator	2.1. Progress reports	2.1. . Florida Alternative Assessment Scores	

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Science Goal #2: *Increase the number of students scoring at or above Level 7 by 10%*	2012 Current Level of Performance:*	2013Expected Level of Performance:*				
	Zero students of the nine students taking FAA scored Level 7 or above (0%)	*Increase the number of students by 10% at level 7 or above*				
		2.2. Lack of requesting one sided materials	2.2. Provide appropriate materials for students to become accustom to testing situation	2.2. ESE teacher and ESE Support Facilitator	2.2. Lesson Plans, teacher materials requested	2.2. Florida Alternative Assessment Scores
		2.3.	2.3.	2.3.	2.3.	2.3.

End of Florida Alternate Assessment High School Science Goals

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

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

Biology 1 EOC Goals	Problem-Solving Process to Increase Student 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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1. Students scoring at Achievement Level 3 in Biology 1.	1.1. Scientific Reading literacy	1.1. The continued placement of students in academic courses based on previous test scores and grades Use of CISM in the classroom	1.1. Guidance Department, Assistant Principal of Curriculum, Teachers	1. Student grades along with Discovery test scores Lesson plans	1. Principal and Assistant Principals EOC Exam and student grades	
Biology 1 Goal #1: *100% of the students will meet a passing score on the End of Course exam for biology.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	458 students were tested and 48% of those students scored in the bottom 1/3 (153). The mean Scale Score was 45 (20-80 rate)	*The percentage of students scoring in the bottom third will decrease by 8% each year thus 40% or less of students will score in bottom 1/3.*				
		1.2. The lack of engagement of some students in classroom activities	1.2. Inclusion of cooperative learning strategies and the integration of higher level thinking questions assessment items.	1.2. Progression monitoring through the Discovery test. Lesson Plan documentation	1.2. Student grades along with Discovery test scores Lesson plans	2. Principal and Assistant Principals EOC Exam and student grades
		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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2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.	2.1. Test fatigue, lack of concern for the test and score	2.1. Provide information throughout the year about the format of the test and its importance Collaborative planning Use of HOT questions in discussions and assessments	2.1. Classroom teachers, Principal and Assistant Principal, Academic Intervention Facilitators	2.1. Student progress records and test scores	2.1. EOC Biology Results, Student grades and Discovery testing results.		
Biology 1 Goal #2: The end of course exam will be included as 30% of student grade	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Five percent of the 458 students taking EOC scored in top 1/3 of test (25)	*Increase the top one third scores on EOC by 5%.*					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Biology 1 EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Rigor & Relevance	9-12	AIF	Administration/Teachers	On-going	Lesson plans, hands on activities, (Labs, Projects)	Administration
Increased use of Data-Driven instruction	9-12	AIF/APC	Teachers	On-going	Lesson plans, conferencing of teachers and administration	Administration

Science Budget (Insert rows as needed)

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

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Common Planning	District	Title II funds	$2,000.00
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Science 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.Students are not receiving writing experiences across the curriculum.	1A.1. A PLC will focus on the importance and ways to include writing across all content areas. Require writing across the curriculum incorporating a school wide rubric and increasing students writing to explain ideas and thinking processes.	1A.1. Heather Childree. Assistant Principal for Curriculum Classroom Teachers	1A.1. Lesson Plans, Student work samples	1A.1. Increased writing, Overall FCAT Writes scores.		

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Writing Goal #1A: *100% of students will score at or above Achievement Level 3.0 on the 2013 FCAT Write.*	2012 Current Level of Performance:* 2013 Expected Level of Performance:*					
	81% of the students scored a 3.0 or above on the 2012 FCAT Writes.	*100% of the students will score at or above a Level 3 on the 2013 Spring FCAT Writes.*				
		1A.2. Writing is not integrated with reading to a satisfying extent.	1A.2. Incorporate Article of the Week which also has a written component.	1A.2. AIF-Reading, Reading Teachers	1A.2. Lesson Plans, Student Work Samples	1A.2. Increased writing, Overall FCAT Writes scores.
		1A.3. Sporadic student attendance, mobile student population, large low socio-economic student population, established ESOL population	1A.3. Follow Polk County School District Writing Plan. Use of student writing portfolios frequently in English classes to assure continuous use and implementation of appropriate writing skills: all writing will be dated and recorded in a portfolio for monitoring of growth across time.	1A.3. Principal and APC.	1A.3. Teacher Evaluation of Student Writing Portfolios	1A.3. Writing scores on progress assessments posted in IDEAS. 2013 FCAT Writes.
1B. Florida Alternate Assessment: **Students scoring at 4 or higher in writing.**	1B.1. Lack of cognitive ability of students.	1B.1. Follow IEP and meet the goals for students.	1B.1. ESE Facilitator, APC, Principal, District Staff	1B.1. Observation	1B.1. IEP Documentation	

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Writing Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
100% of students participating in the FAA will score at or above Achievement Level 4 on the 2013 FAA for Writing.						
	100% (10) of students who participated in 2012 FAA for Writing scored a level 4 or higher.	*100% (10) of students who will participate in FAA for Writing will score a level 4 or higher.*				
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		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 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
Writing Across Content Areas	9-12, All subjects	Heather Childree D. Kindel	PLC-School wide	October 2012	Student work samples	Dr. Kindel

Writing Budget (Insert rows as needed)

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

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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 Writing Goals

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	

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

		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

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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

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	

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1. Students scoring at Achievement Level 3 in U.S. History.	1.1 Teacher expectations.	1.1. Increase rigor authentic engagement Assessment Use of HOT questions	1.1. Classroom Teachers, Principal, Assistant Principal A/C	1.1. Administrative walkthroughs	1.1. Classroom Assessments		
U.S. History Goal #1: *100% will score proficient on the EOC*	2012 Current Level of Performance:* *No baseline data*	2013 Expected Level of Performance:*					
		1.2. Teacher Time	1.2. Teacher collaborative lesson planning	1.2. Classroom Teachers, Principal, Assistant Principal A/C	1.2. Student performance data	1.2. Classroom Assessments	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	2.1.	2.1.	2.1.	2.1.	2.1.		
U.S. History Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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U.S. History Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing DBQ's	US History	Rozy Scott	American History teachers	Oct. 18, 2012	Lesson Plans & Adm. Walkthroughs	Principal & Assistant Principal

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

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

Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance	1. Inconsistent attendance	1. Monitoring of daily attendance through reports. 2. Use of Attendance Committee 3. Parent call out system	1. Administrative Team 2. Attendance Committee	1.1.Attendance reports reviewed by Administrative Team Attendance Team Review data	Genesis Reports		

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Attendance Goal #1: **Continue to strive to improve the attendance rate by 2%.** **Decrease excessive absences to 20%** **Decrease tardy rate by 33%.**	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	95%	*97%*					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	493 (27.96%)	387 (20%)					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	890 students avg. (50.48%)	**136 students avg. (7%)**					

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		2. Parents difficult to Contact Lack of Understanding by Parents & students	1.2. Conferencing with students and parents regarding students' daily attendance and possible denial of credit and/or attendance contracts.	3. Administrative Team Teachers, & Attendance Committee	1.2.Attendance reports Reviewed	1.2. attendance dean	
		1.3	1.3	1.3.	1.3.	1.3.	

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
Beginning School Teacher Meeting	9-12	Principal	All Staff	Aug. 2011	Student Attendance Data	Attendance Dean

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

Attendance Budget (Insert rows as needed)

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

End of Attendance Goals

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

Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1.1. Some teachers require classroom management support	1. Provide information on strategies for classroom management, Peer assistance in mentoring teachers, APA gathers data & evaluates areas of need	1.1. Administrative team	1.1. Genesis Discipline Reports	1.1. Administrative team		

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

Suspension Goal #1: **To decrease Lake Region High School Suspension rate from the previous year by 5%.**	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions				
	421 days ISS	5% decrease				
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School				
	84 out of 339 students	5% decrease in number of students				
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
	1483 days OSS	5% decrease				
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School				
	301 out of 339 students	5% decrease in number of students				
		1.2Reward students	1.2. Use of Gold card to reward positive behavior	1.2 Teachers, Administrative team	1.2Gather data once a month on how many student have been suspended, Drawing once a month to reward positive behavior	1.2. Genesis Discipline Reports	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

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

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
The Lake Region High School Administration will evaluate statistics & data on suspension rates from teachers and help guide teachers to make appropriate corrections.	9-12	Principal and APA	School-wide	Observations	Ongoing	Lake Region High School Administration
Support Teachers through PLC	9-12	Administrative Team	School-wide	Observations	Ongoing	Lake Region High School Administration

Suspension Budget (Insert rows as needed)

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

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

End of Suspension Goals

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

Dropout Prevention Goal(s)

Note: Required for High School- F.S., Sec. 1003.53

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Dropout Prevention	1.1. Parent & student lack of understanding on grades and credits earned.	1. Continue implementation of ninth grade academy to support struggling students. Parent phone call every interim period to advise of one or more failing grades	1.1.Academic Dean and APC	1.1. Monitoring of course failures rates and attendance Review Progress Monitoring Reports	1.1. Genesis and Pinnacle reports Discovery Individual Student reports		
Dropout Prevention Goal #1: *Decrease the dropout rate to 1% for 2013 reporting period.* *Increase the graduation rate to 95% for 2013 reporting period.*	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					

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Rule 6A-1.099811
Revised April 29, 2011

	2.61%(46)	1%					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
	77%(294)	95%(317)					
		1.2. Students continued disengagement from school	1.2. Implement a charter school for retained students who are in danger of dropping out and re-enroll students who have already dropped out.	1.2.Charter School AP	1.2.Address the specific needs of at risk students and/or students who have dropped out of school.	1.2. State assessments	
		1.3. Space	1.3. Increase academies	1.3. Work Force Education and APC	1.3. Completion of Academy	1.3. Students credits	

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

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

Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

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

Parent Involvement Goal(s)

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

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement	1.1. Times and locations for school events and conferences were not always convenient for parent work schedules and transportation options.	1.1. Increase the number of opportunities and time of day, Parent connected calls to inform of one or more failing grades	1.1. Volunteer Coordinator, Academic Dean	1.1. Continue to monitor number of parents	1.1.Sign-in Sheets, Conncect ed data		
Parent Involvement Goal #1: *Increase parent attendance at school events, parent volunteerism, and parents' knowledge of their student's progress toward graduation to 25% for the 2012-1013 school –year.*	2012 Current Level of Parent Involvement:*	2013 Expected Level of Parent Involvement:*					

		20%	25%					
			1.2 Parents require training, technical assistance, and access to computers in order to regularly review their child's academic data and progress toward graduation.	1.2. Guidance counselors provide training for parents on how to utilize the Parent Portal system to access student data and interpret the data.	1.2. Guidance Counselor and Network Manager	1.2. Parent conferences to discuss the progress of their student	1.2. Parent Portal Conference Checklist	
			1.3. Times and locations of meetings.	1.3. Implement an Academic Booster Club	1.3. Volunteer Coordinator and School Staff Member	1.3. Sign in sheets to help monitor parent involvement	1.3. Sign in sheets	

Parent Involvement Professional Development

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

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Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: **Increase the courseopportunities for students to participate in a STEM field.**	1.1.Lack of sufficient funding.	1.1. Add a robotics class.	1.1. Assistant Principal	1.1. Monitor student participation.	1.1. Number of students participating.
	1.2.Certified and qualified instructional personnel.	1.2. Add an Engineering Technology program.	1.2. Assistant Principal	1.2. Monitor student participation.	1.2. Number of students participating.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity					

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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
Workforce Academy Trainings		Serena Peeler	Robotic teacher and Engineering Tech teacher	On-going	PD form.	Assistant Principal

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

STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Student engagement	Lego robotic kits	Instructional Materials	2,500.00
Student Engagement	Robotics kits & greenhouse	District funds	20,000.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of STEM Goal(s)

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

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: 1, Expand the academic collaboration in the IMAG Academy. 2.Increase the number of students participating in a career and technical academies.	1. Class size law.	1.1. Schedule academy students first.	1.1. Assistant Principal	1.1. Monitor master schedule.	1.1. Academy students enrolled in academic/academy sections.
	2. Marketing academies.	1.2. Add a law academy.	1.2. Assistant Principal	1.2. Monitor academy enrollment.	1.2. Class List.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity					

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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
Career & Academy Expo	9-12	Serena Peeler	All academy teachers	November, 2012	Feedback from academy teachers.	Assistant Principal

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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)

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

Additional Goal(s)

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

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

Additional Goals 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

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

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

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

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget
Total: 2,000.00
CELLA Budget
Total: District Funds
Mathematics Budget
Total:5,700.00
Science Budget
Total:2,000.00
Writing Budget
Total: District Funds
Civics Budget
Total:
U.S. History Budget
Total:
Attendance Budget
Total: District Funds
Suspension Budget
Total: District Funds
Dropout Prevention Budget
Total: District Funds
Parent Involvement Budget
Total: District Funds
STEM Budget
Total: 22,500.00
CTE Budget
Total: District Funds
Additional Goals
Total:

	Grand Total:32,200.00

Differentiated Accountability

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

School Differentiated Accountability Status		
Priority	Focus	Prevent

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

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

Yes   No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.
Review of school performance data. Discuss expenditure of funds related to academic areas of reading, math, and science.

Describe the projected use of SAC funds.	Amount

June 2012
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