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: South Lake High School	District Name: Lake County
Principal: Rob McCue	Superintendent: Dr. Susan Moxley
SAC Chair: Jean Nunn	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.
School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

Administrators

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

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Robert McCue	M. Ed. Educational Leadership Certified in: School Principal, Social Studies 6-12, Occupational Specialist	3	9	Principal of South Lake High School 2011-2012:Grade Pending Reading mastery: 50%, Math mastery: 59%, Writing mastery: 81% White, Black, Hispanic, Econ. Disad & SWD did not make Reading target. All sub groups did not meet Math target 2010-2011: Grade:B Reading mastery: 43%, Math mastery: 73%, Science mastery: 36% Writing mastery: 68%, Reading AYP: 40%, Math AYP: 70%, Writing AYP; 92%,Science AYP: 77%, AYP 72%, White, Black, Hispanic, Econ. Disad & SWD did not make AYP in Reading, White, Hispanic and Econ. Disad did not make AYP in math. Principal of Cypress Ridge Elementary School 2009-2010: Grade: A, Reading mastery: 92%, Math mastery: 92%, Science mastery: 78% Writing mastery: 93%, AYP: 100% All subgroups made AYP. Principal of Cypress Ridge Elementary School 2008-2009: Grade: Reading mastery: 90%, Math mastery: 85%, Science mastery: 68%, Writing mastery: 89% AYP: 100% All subgroups made AYP. 2007-2008: Grade: A, Reading mastery: 92%, Math mastery: 89%, Science mastery: 71%, Writing mastery: 57% AYP: 97%, Total and White Subgroup did not make AYP in Writing. AP of East Ridge HS 2006-2007: Grade: D, Reading mastery: 45%, Math mastery: 71%, Science mastery: 38%, Writing mastery: 83% AYP: 69%, White, Black, Hispanic, Econ. Disad.& SWD did not make AYP in Reading. Black, Hispanic, Econ. Disad.,& SWD did not make AYP in Math. 2005-2006: Grade: C, Reading mastery: 43%, Math mastery: 69%, Writing mastery: 81% AYP:72%, Black, Hispanic, Econ. Disad., & SWD did not make AYP in Reading or Math. 2004-2005: Grade: C, Reading mastery: 39%, Math mastery: 68%, Writing mastery: 80% AYP: 80%, Black, Hispanic, Econ. Disad., & SWD did not make AYP in Reading. Only SWD did not make AYP in Math. 2003-2004: Grade: D, Reading mastery: 38%, Math mastery: 65%, Writing mastery: 86% AYP: 60%, Black, Hispanic, Asian, Econ. Disad., ELL & SWD did not make AYP in Reading. Black,

					ELL & SWD did not make AYP in Math.
Assistant Principal	Kimberly Walker-Updike	Bachelors in Communication from University of South Florida M.Ed in Educational Leadership from National Louis University Florida School Principal M. Ed. Educational Leadership, Business Education 9-12, Commercial Art (Industrial	3	6	Assistant Principal of South Lake High School Assistant Principal Umatilla High School School Grade C 2011-12: Reading proficiency: 42% LQ Gains 60%, Math Proficiency: 47% LQ Gains 27% Writing Proficiency 82%, School Grade C 2010-11: Reading Proficiency 38%, Math Proficiency: 76%, Writing Proficiency: 71%, Science Proficiency:37% Assistant Principal South Lake High School 2007-2008 Grade D, Reading Mastery: 45% Math Mastery:67%, Writing Mastery:82%, Science Mastery:32%, School did not make AYP. Assistant Principal South Lake High School 2008-2009 Grade D, Reading Mastery: 43% Math Mastery:71%, Writing Mastery:67%, Science Mastery:32%, School did not make AYP. Assistant Principal South Lake High School 2009-2010 Grade C, Reading Mastery: 48%, Math Mastery:76%, Writing Mastery:80%, Science Mastery:33%, School did not make AYP. School did make AYP in Math, Writing, Science and Graduation Rate.

Assistant Principal	Linda Nichols	Bachelors Degree in Sociology from Vorhees College and Masters Degree in Educational Leadership from Barry University Certification in Middle Grades Social Science and Educational Leadership (all levels)	3	4	Assistant Principal of South Lake High School2011- 2012:Grade Pending Reading mastery: 50%, Math mastery: 59%, Writing mastery: 81% White, Black, Hispanic, Econ. Disad & SWD did not make Reading target. All sub groups did not meet Math target 2010-2011: Grade: B Reading mastery: 43%, Math mastery: 73%, Science mastery: 36% Writing mastery: 68%, Reading AYP: 40%, Math AYP: 70%, Writing AYP; 92%,Science AYP: 77%, AYP 72%, White, Black, Hispanic, Econ. Disad & SWD did not make AYP in Reading, White, Hispanic and Econ. Disad did not make AYP in math. AP of East Ridge HS 2009-2010: Grade: Pending, Reading mastery: 44%, Math mastery: 76%, Science mastery: 33%, AYP: 69%, White, Black, Hispanic, Econ. Disadvantaged. & SWD did not make AYP in Reading. Black, Hispanic, Econ. Disadvantaged & SWD did not

					make AYP in Math.
Assistant Principal	Steve Clemons	Master of Arts in Educational Leadership from The University of Sarasota/argosy University Bachelor of Arts in History from Taylor University	1	8	Assistant Principal of East Ridge High School 2011-2012:Grade Pending 2010-2011, School Grade "B" , Total Points NA, Reading Mastery 47%, Math Mastery 69%, Science Mastery 33%, Writing Mastery 77%, Reading LG 49%, Math LG 70%, Lowest 25% improve in Reading 43%, Lowest 25% improve in Math 54%; AYP: No Subgroups made AYP in Math, No Subgroups except Blacks made AYP in Reading 31% via Safe Harbor, All Subgroups met Writing AYP; White 95%, Black95%, Hispanic 91%, Asian 94%, Econ. Dis 93%, ELL 71%, SWD 86%.
Assistant Principal	Donna Jesaitis	Master of Science in School District Administration from the College of New Rochelle. Master of Arts in Russian Language & Literature from Stony Brook University Bachelor of Art in Russian Language from Stony Brook University. Certification: Educational Leadership, Russian, School District Administration.	1	8	Assistant Principal of East Ridge High School 2011-2012:Grade Pending 2010-2011, School Grade "B" , Total Points NA, Reading Mastery 47%, Math Mastery 69%, Science Mastery 33%, Writing Mastery 77%, Reading LG 49%, Math LG 70%, Lowest 25% improve in Reading 43%, Lowest 25% improve in Math 54%; AYP: No Subgroups made AYP in Math, No Subgroups except Blacks made AYP in Reading 31% via Safe Harbor, All Subgroups met Writing AYP; White 95%, Black95%, Hispanic 91%, Asian 94%, Econ. Dis 93%, ELL 71%, SWD 86%. . Assistant Principal of East Ridge High School 2009-2010, School Grade "Unknown", Reading Mastery 44%, Math Mastery 76%, Science Mastery 33%, Lowest 25% improve Reading 37%, Lowest 25% improve in Math 58%, AYP: 69% No, White, Black, Hispanic, Economically Disadvantaged, and Students with Disabilities did not make AYP in Reading. Black, Hispanic, Economically Disadvantaged and Students with Disabilities did not make AYP in Math. Assistant Principal of East Ridge High School 2008-2009, School Grade "C", Reading Mastery 44%, Math Mastery 75%, Science Mastery 36%, Lowest 25% improve in Math 47%, Lowest 25% improve in Math 63% AYP: 77% No, White, Black, Hispanic, Economically Disadvantaged and Students with Disabilities did not

| | | | | | make AYP in Reading. Black, Economically Disadvantaged and Students with Disabilities did not make AYP in Math. |

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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Susan Dupree	Ed.S: Educational leadership MA: Curriculum and teaching BA: Social Science; education Certification: ESE, Reading, MIGC, Social Science, Educational Leadership, School principal; ESOL endorsement	2	1	Literacy Coach 2010-2011: Grade:B Reading mastery: 43%, Math mastery: 73%, Science mastery: 36% Writing mastery: 68%, Reading AYP: 40%, Math AYP: 70%, Writing AYP; 92%,Science AYP: 77%, AYP 72%, White, Black, Hispanic, Econ. Disad & SWD did not make AYP in Reading, White, Hispanic and Econ. Disad did not make AYP in math. Literacy Coach 2010-2011: Grade:B Reading mastery: 43%, Math mastery: 73%, Science mastery: 36% Writing mastery: 68%, Reading AYP: 40%, Math AYP: 70%, Writing AYP; 92%,Science AYP: 77%, AYP 72%, White, Black, Hispanic, Econ. Disad & SWD did not make AYP in Reading, White, Hispanic and Econ. Disad did not make AYP in math. Principal of Gateway High School 2009-2010: Grade: B Reading mastery: 44%, Math mastery: 68%, Science mastery: 34% Writing mastery: 88%, Reading AYP: 50%, Math AYP: 73%, Principal of Gateway High School 2008-2009: Grade: D Reading mastery: 38%, Math mastery: 64%, Science mastery: 35% Writing mastery: 69%, Reading AYP: 50%, Math AYP: 71%, Principal of Gateway High School 2007-2008: Grade: D Reading mastery: 42%, Math mastery: 50%, Science mastery: 31% Writing mastery: 85%, Reading AYP: 50%, Math AYP: 75%, Assistant Principal of Gateway High School 2006-2007:

					Grade: D Reading mastery: 40%, Math mastery: 64%, Science mastery: 27% Writing mastery: 78%, Reading AYP: 51%, Math AYP: 74%, Assistant Principal of Gateway High School 2005-2006: Grade: C Reading mastery: 35%, Math mastery: 55%, Science mastery: Writing mastery:76%, Reading AYP: 50%, Math AYP: 70%,

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. Provide training to assist current teachers to achieve Highly Qualified status (complete).	Principal; Teacher Quality Retention	Ongoing	
2. Hire only Highly Qualified teachers to any subsequent vacancies.	Principal; School Administration	Ongoing	
3. Provide all teachers with effective orientation before the school year begins in the form of training on data review, action planning, and goals and objectives in the School Improvement Plan in order to prepare the staff for a successful start to the school year.	School Administration; Mentor Teachers	Ongoing	
4. Establish effective and efficient teaming strategies and policies that will provide teachers with support within Professional Learning Communities (PLC) in order to implement the strategies in the School Improvement Plan successfully. Implement and monitor these teaming strategies regularly throughout the school year.	Principal. School Administration; Small Learning Communities Leadership Team	Ongoing	

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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

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
106	2.8(3)	35.8(38)	37.7(40)	23.5(25)	45.2(48)	100% (114)	13.2(14)	3.7(4)	12.2(13)

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
Ralph Odom	Joe Rock	CTE teacher and location	Daily informal support and monthly meetings
Judd Bristo	Eric Calabrese	Veteran teacher and location	Daily informal support and monthly meetings
Dawn Arguinzoni	Laverne Griffin	Counselor and location	Daily informal support and monthly meetings

Karen Seifer	Felix Diaz	Veteran teacher and location	Daily informal support and monthly meetings
Wanda Albert	Candace Drake	Veteran teacher and location	Daily informal support and 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
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. Rob McCue- Principal Donna Jesaitis – Assistant Principal Susan Dupree- Literacy Coach Pam Campbell – Guidance David Kranz – Guidance Theresa Kleinschnitz- ESE School Specialist Scott Bokash- English Department Chair Stephanie Deloach- Math Department Chair Pam Sanders- Science Department Chair Kathryn Austin- Testing Coordinator Ashley Goletz -Potential Specialist Mike Boyack – Potential Specialist Jason Maitland - Grant Project Manager/Athletic Director Sandi Fields- School Social Worker Camille Jones- School Psychologist
Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The South Lake High School RtI Leadership Team will review data collected from needs assessments relating to the level of understanding and implementation of the problem-solving model and RtI process for the entire staff. Training for the problem-solving model and its application in the RtI process will be scheduled through our district personnel and school administration. The SLHS RtI team will meet monthly to review the most current student achievement data to assess the school's overall progress in tier 1 delivery of instruction. Each member of the team will evaluate the data to identify areas in need of intervention and action plans will be put into place to address these areas including appropriate interventions and progress monitoring tools to ensure the fidelity of the interventions (including but not limited to benchmark assessments, classroom walk-throughs, and collection of other academic achievement data). Collected data will be reviewed at subsequent meetings to review and utilize as part of the Florida Continuous Improvement Model and adjusted to continue to meet the needs of students at tier 1. The team will also begin working on a school-wide plan to address monitoring students at RtI tier 2 so the same problem-solving model can be applied to individual students. We will be implementing plans that include the students collecting data and graphing results as part of the intervention process and including the students in the RtI tier 2 conferences with selected team members.

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Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?. Team members had input to the progress monitoring and reporting through the establishment of Professional Learning Communities to achieve the goals and objectives. Through content area departments and small learning community teams we will address SIP goals and strategies during established monthly meetings throughout the year.

MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. Data from the 2011-2012 Florida Comprehensive Assessment Test (FCAT) will be used to review and to assist with initial placement of students in academic courses. Individual student progress in reading will be monitored using the Florida Assessment for Instruction in Reading (FAIR) and be available for teachers to access through the Progress Monitoring Reading Network (PMRN). Individual student progress in math, science, and writing will be monitored using the Lake Benchmark Assessments (LBA) and be available for teachers to access through EduSoft. AS400 and FIDO will provide data on attendance and discipline. The progress monitoring process will take place at least three times during the school year. Data collected during each of these assessment periods will be available for teachers of the individual students so that they will be involved in the RtI problem-solving process. This provides another layer of progress monitoring and will assist in determining the effectiveness of our intervention systems. This data will be shared at the appropriate PLC meetings as well as during the regularly scheduled RtI meetings.
Describe the plan to train staff on MTSS. The South Lake High School RtI Leadership Team will review data collected from needs assessments relating to the level of understanding and implementation of the problem-solving model and RtI process for the entire staff. Training for the problem-solving model and its application in the RtI process will be scheduled through our district personnel and school administration. The initial training will be held no later than October 2012.
Describe the plan to support MTSS. Continuous training will be provided throughout the year for instructional staff that is in need of further training.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). R. McCue, S. Dupree, M. Conway, S. Bokash, L. Sekhr, D. Burchfield, E. Robinson, S. Wickham, L. Wilson, S. Ebbert, M. Sanderlin, Z. Robertson and members of the following departments: math, science, social studies, vocational, electives and Language arts.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The Function of LLT is to promote literacy across the curriculum. To teach students how to explore ways to use literacy in their everyday life to be competent. Encourages teachers to use literacy instruction in their classrooms in ways that are relevant to student lives outside of school, therefore uniting academia and real world relevance

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What will be the major initiatives of the LLT this year? Support college and career ready students.

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?

At South Lake High School we will ensure an instructional focus on reading strategies for every teacher by creating a culture of professional development that encourages on-going opportunities for addressing reading strategies. Teachers will be encouraged to pursue reading endorsements and NGCAR-PD.   We will offer training on-site for these professional development pursuits as well as informing teachers where they can find these opportunities off-campus. We will establish a Literacy Leadership Team to address teachers' needs in providing high quality instruction in reading to meet the needs of their students. The entire school (every teacher) will be guided by our instructional focus mental model known as the "Big 4."   The 2013 includes play, passion and purpose; progress monitoring; proficient planning and practice and problem solving and inquiry based instruction. The 2012"Big 4" includes: Learning Goals with Scales, Collaboration, Cognitively Complex Tasks and Daily Writing. We will also continue to focus on 2011's "Big 4" which includes: Cornell notes, SQ3R reading strategy, Vocabulary Building Strategies, and Each One-Reach One Mentoring. These instructional strategies will be addressed at every faculty, curriculum department, and academy meeting monthly and will be monitored by meeting agendas and minutes. Students' career plans are reviewed and updated annually.

*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?

South Lake High School offers a wide variety of Vocational, Career-based, and Academic programs. Students can take various programs of study including: Business, Culinary, Health Science, Drafting, Construction, Auto Mechanics, and Agriculture. Many of these CTE programs offer the students an opportunity to earn Industry Certification upon completion of the program. Students looking to pursue a career in the military can take courses in our Navy Junior Officer Training Core program. Additionally, there are opportunities in the Fine Arts, Foreign Languages and academic electives. Students can pursue a wide range of Advance Placement Courses and Dual Enrollment opportunities through our partnership with Lake-Sumter Community College. Exceptional Students that are Intellectually Disabled are taught Life Skills through the Exceptional Student Education Department. Each CTE CAP Academy team includes atleast one core academic instructor whose curriculum is specifically related to the curriculum of the CTE CAP academy.

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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?

South Lake High School is structured into four academies. Three of the academies are Career-based in Health, Commerce and Arts and Math and Science. The fourth academy is a Flight Academy for students transitioning to high school in the 9th grade. Students enter academies based on the major they select in the 8th grade. Coursework in each of the four Career-based Academies include inter-disciplinary opportunities for students to encounter multi-discipline projects that combine core coursework with areas of career interests. Prior to attending South Lake High School students work with counselors in eighth grade to develop a four year plan using ePEP. The plans are reviewed annually with guidance counselors at South Lake High School. Additionally, parents and students are encouraged to use (and provided assistance as needed) FACTS.org as a resource for academic planning on a regular basis.

Postsecondary Transition

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

According to the most recent High School Feedback Report (SY 2010) (http://data.fldoe.org/readiness/default.cfm) 59.2% of the South Lake High School 2010 graduates completed a college preparatory curriculum. This represents a 3.3% increase from the 55.9% in 2009. Additionally, between 73% and 84% of the students that took the SAT and/or ACT scored at or above college-level cut scores. This represents and increase from school year 2009 in which the scores were between 62% and 74%. The report also indicates that approximately 49.7% of the South Lake High School 2010 graduates attended either a public or independent Florida college or university. Of those students attending public Florida institutions 76.8% were earning a GPA above a 2.0. Of those students attending independent Florida institutions 100% were earning a GPA above a 2.0.

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1. Access to appropriate reading level material Professional development for all content area teachers supported by NGCAR-PD Inadequate strategies for struggling readers to advance to on grade level reading.	1A.1. Using multiple sources to provide grade appropriate reading materials NGCAR-PD training with classroom follow up observations SQ3R Cornell notes Vocabulary building Learning Goals with Scales Cognitively Complex Tasks Collaboration Daily Writing Expectations Class Level Progress Monitoring Department PLC's Academy PLC"s Collaboration between departments Assisted technology of READ 180 and Achieve 3000	1.1. Literacy Coach Reading teachers Administration	1.1. Reflective teaching practices using data and conferencing with teachers, literacy coach and administration. Lesson Studies- Cognitive complexity of using low, moderate and high questioning techniques Creating Data Binders for progress monitoring Test item specifications and text complexity	1.1. FCAT FAIR FOCUS Progress monitoring CWT's Lesson Plan checks
Reading Goal #1A: *The percentage of students performing at grade 9 level 3 on the FCAT will improve from 50% to 55%* *The percentage of students performing at grade 10 level 3 on the FCAT will improve from 48%to 55%*	2012 Current Level of Performance:* *50% grade 9 earned level 3 or above* *48% grade 10 earned a level 3 or above*	2013 Expected Level of Performance:* *55% grade 9 will earn a 3 or better* *55% grade 10 will earn a 3 or better.*					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Reading Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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Enter narrative for the goal in this box.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading. Reading Goal #2A: *The percent of students achieving above proficiency (FCAT Levels 4 and 5) in reading will increase from 24% to 30% and 20%to 23% in 9th and 10th grade respectively*			2A.1. materials Insufficient number of advanced courses Text complexity: Access to rigorous texts for students scoring above grade level	2A.1. Schedule students into honors and Advanced Placement classes Provide grade appropriate reading materials include enrichment activities and project based learning ACT/SAT prep materials NGCAR-PD raining with classroom teachers and follow-up observations SQ3R Higher order complexity of questions Cornell notes Learning Goals with Scales Cognitively Complex Tasks Collaboration Daily Writing Expectations Class Level Progress Monitoring Department PLC's Academy PLC's Cross curricular collaboration Assisted instructional with technology of READ 180 and Achieve 3000	2A.1. Literacy Coach Reading Teachers Academy Leads Department Chairs Teachers	2A.1 Reflective teaching practices using data and conferencing with teachers, literacy coach and administration Lesson studies Data binders for progress monitoring	2A.1. FCAT FAIR CWT's Progress monitoring Lesson plan checks Reviewing assessment instruments – higher order questioning Monitor AS400
Reading Goal #2A:	2012 Current Level of Performance:* *27%*	2013 Expected Level of Performance:* *32%*					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Reading Goal #2B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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Enter narrative for the goal in this box.	*Enter numerical data for current level of performance in this box.*	*Enter numerical data for expected level of performance in this box.*				
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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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. Access to grade level appropriate readings Lack of use of strategies for struggling readers to advance on grade level reading	3A.1. Use document based questions DBQ to raise complexity Cornell notes Use National Archives "DOCS for Teach" as PLC for developing lessons Research papers requiring using informational texts Use of MLA format across content areas Daily 20 minute reading strategy for advisory and all classes Grade level text available through content areas Grade level test material available through Common Core appendices	3A.1. Department Chairs Literacy Coach Teachers of content areas Reading teachers Administration	3A.1. Student work review of student work in PLC	3A.1. DBQ Document based questions FAIR FCAT Progress monitoring
Reading Goal #3A: *Students making learning gains will increase from 56% to 60%*	2012 Current Level of Performance:* *56%*	2013 Expected Level of Performance:* *60%*					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Reading Goal #3B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. Access to grade level appropriate readings Lack of use of strategies for struggling readers to advance on grade level reading	4A.1. Use National Archives "DOCS for Teach" as PLC for developing lessons Research papers requiring using informational texts Use of MLA format across content areas Daily 20 minute reading strategy for advisory and all classes Grade level text available through content areas Grade level test material available through Common Core appendices	4A.1. Department Chairs Literacy Coach Teachers of content areas Reading teachers Administration	4A.1. Use document based questions DBQ to raise complexity Cornell notes	4A.1. DBQ Document based questions FAIR FCAT Progress monitoring
Reading Goal #4A: *Lowest quartile will move from 63%-70%*	*63%*	*70%*					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in reading.			4B.1.	4B.1.	4B.1.	4B.1.	4B.1.
Reading Goal #4B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			4B.2.	4B.2.	4B.2.	4B.2.	4B.2.
			4B.3.	4B.3.	4B.3.	4B.3.	4B.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 49	50	58	62	66	70	75
Reading Goal #5A: Reduce achievement gap by 50%							

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**			5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1. EDGE textbook READ 180 Achieve 3000 – Teen Biz Success highway mentoring program	5B. Intensive reading teachers Content area teachers Literacy Coach Department Chairs.	5B.1. Data review and progress monitoring Collaborative lesson studies Action research and reflective practice	5B.1. Data monitoring Data Binder FAIR FCAT CWT Lesson plan Checks FOCUS Achieve 3000 sub-group monitoiring	
Reading Goal #5B: **To move subgroups from current level of performance to the expected level of performance detailed to decrease the achievement gap by 50% for each**	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* White:57 Black:34 Hispanic38: Asian:70 American Indian:	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* White:62 Black:39 Hispanic43: Asian:75 American Indian:	Lack of professional development for multicultural education Access to appropriate high interest reading of various perspectives	Conduct action research to address sub-groups				
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5B.1. Lack of access to appropriate high interest reading of various perspectives	5B.1. EDGE textbook READ 180 Achieve 3000 – Teen Biz Success highway mentoring program Media Center Usage	5B. Intensive reading teachers Content area teachers Literacy Coach Department Chairs. Media Specialist	5B.1. Data review and progress monitoring Collaborative lesson studies Action research and reflective practice	5B.1. Data monitoring Data Binder FAIR FCAT CWT Lesson plan Checks FOCUS Achieve 3000 sub-group monitoiring
Reading Goal #5C: **ELLdid not meet goal**	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. Access to appropriate reading level materials Training of support facilitators and co-teach Limited use of strategies for struggling readers to advance to on-grade level reading Limited support of vocabulary building	5D.1. FAST Forword EDGE textbook READ 180 Achieve 3000 Teen Biz SQ3R ACT/SAT preparation ESE support IEP Teachers meet accommodations Professional Development with ESE on inclusion practices Assign ESE certified teacher who has reading endorsement/ certification to teach.	5CD1. ESE support Intensive reading teachers ESE teachers Content area teachers Literacy Coach ESE Coordinator ESE counselor	5D.1. Data monitoring Mentoring Support facilitators Learning Strategies	5CD1. Progress monitoring Data Binder FCAT FOCUS FAIR Achieve 3000 sub group monitoring
Reading Goal #5D: **SWD did not meet goal**	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					

		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*	5E.1. Supplemental materials for home use Home usei ncludes computer assisted programs of Reading Plus and Empower 3000 Access to appropriate reading level materials More students need ton take college ready tests such as ACT, SAT	5E.1. EDGE textbook READ 180 Achieve 3000 Provide afterschool tutoring and accessibility to computers Media center support to provide access and check out to a variety of reading materials Use of websites that provide a variety of reading materials Fee waivers for ACT	5E.1. Intensive reading teachers Content area teachers Literacy Coach Administration Counselors	5E.1. Collaborative lesson studies Reflective teaching practices	5E.1. FAIR FCAT FOCUS Data Binder Monitor free/reduced lunch applications
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

Reading Professional Development

Professional Development (PD) aligned with Strategies through 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

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NGCAR-PD						
CRISS						

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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
Read 180		District	
Edge		District	
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Achieve 3000		SLC	14,900
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NGCAR-PD		District	
CRISS		SLC	5,000
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking.		1.1. Time	1.1. One on one assistance Rosetta Stone	1.1. Counselor and teacher	1.1.	1.1. 2013 CELLA
CELLA Goal #1: To improve students proficiency in listening and speaking from 58.8% TO 63%	2012 Current Percent of Students Proficient in Listening/Speaking: *10/17 58.8*					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	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
2. Students scoring proficient in reading.		1.1. Time	1.1. One on one assistance Rosetta Stone	1.1. Counselor and teacher	1.1.	1.1. 2013 CELLA
CELLA Goal #2: To improve students proficiency in reading from 11.8% TO 16%	2012 Current Percent of Students Proficient in Reading: *2/17 11.8*					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing. CELLA Goal #3: *Enter narrative for the goal in this box.*	2012 Current Percent of Students Proficient in Writing : *Enter numerical data for current level of performance in this box.*	2.1.	2.1.	2.1.	2.1.	2.1.
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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Elementary School Mathematics Goals

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

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

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Elementary School Mathematics Goals

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

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

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

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

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

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

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

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

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

End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

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

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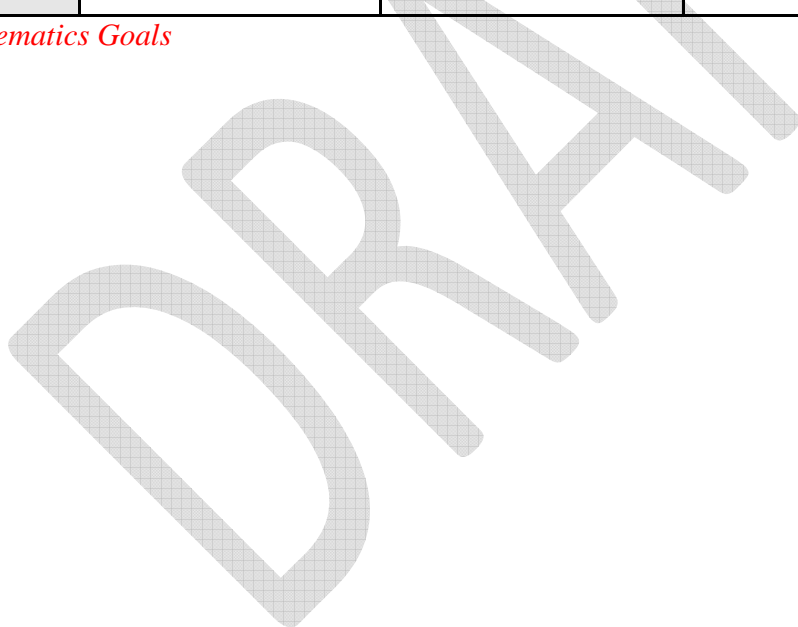**Rule 6A-1.099811**
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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
Mathematics Goal #2A: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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

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

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

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

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

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

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

High School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1.1.	1.1.	1.1.	1.1.	1.1.
Mathematics Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2.1.	2.1.	2.1.	2.1.	2.1.
Mathematics Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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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.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			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
4. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.			4.1.	4.1.	4.1.	4.1.	4.1.
Mathematics Goal #4: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			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
1. Students scoring at Achievement Level 3 in Algebra 1. Algebra 1 Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	1.1. Students are unable to decipher questions that are presented in multiple ways.	1.1. Teachers will incorporate the Rule of Four in their lessons. Each benchmark should be taught using the following tools: analytically, graphically, numerically, and verbally.	1.1. Administrators Classroom Teacher Department Chair	1.1. Teachers will work in PLC to develop tests that reflect the Rule of Four.	1.1. Classroom tests and quizzes
			1.2. Students have difficulty prioritizing concepts within the curriculum.	1.2. Teachers will use a Focus Calendar to help students understand tested benchmarks.	1.2. Administrators Classroom teachers Department Chair	1.2. Instructional Focus Calendar Mini-assessments will be administered that specifically test mastery of the benchmarks as they will be presented on the Algebra I	1.2. Instructional Focus Calendar Mini-assessments on Edusoft.
			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 Algebra 1. Algebra Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	2.1. Students are not persistent in their problem solving.	2.1. Teachers will encourage student collaboration and become facilitators in the classroom. Teachers will use Kagan strategies. Cognitively complex tasks and learning goals with scales will be used.	2.1. Administrators Math Department Chair Classroom Teachers	2.1. New strategies will be recorded in lesson plans. Student writing activities to explain how math process standards and higher order thinking was used in a lesson.	2.1. Lesson Plans Math Journals, Project Rubrics TEAM assessments
			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**						
Algebra 1 Goal #3A:							

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 Algebra 1.**		3B.1. White: Black: Hispanic: Asian: American Indian: Attendance Parent Communication and Support	3B.1. After school tutoring. Administrators will be required to contact parents of habitually absent students. Relationship Building Parent Contact Logs for grades and attendance. Teachers will be required to contact parents of all students scoring below 70% in class. Eagle Pride Night Math Vocabulary Graphic Organizers	3B.1. Administrators Math Department Chair Classroom Teachers	3B.1. Mastery of benchmarks through charting student data from mini-assessments Weekly teacher/student data chats Contact Logs	3B.1. LBA midyear progress monitoring Algebra I EOC	
Algebra 1 Goal #3B: All sub groups met Math target	**2012 Current Level of Performance:*** *Enter numerical data for current level of performance in this box.* White:67 Black:44 Hispanic49: Asian:55 American Indian:*	**2013 Expected Level of Performance:*** *Enter numerical data for expected level of performance in this box.* White:72 Black:49 Hispanic54: Asian:60 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 Algebra 1.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Algebra 1 Goal #3C: NA	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			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.			3E.1. Ability to purchase materials for class. Ability to stay after school for additional support.	3E.1 Teachers will provide extra materials in class including math manipulatives After school tutoring with bussing. Allow student access to computer based tutoring using pearsonsuccessnet.com. .	3E.1. Administrators Math Department Chair Classroom Teachers	3E.1. Monitoring of charting student data from mini-assessments Weekly teacher/student data chats Monitor Lesson Plans to see if teachers are implementing new materials Attendance at after school tutoring	3E.1 . LBA midyear progress monitoring Algebra I EOC Lesson Plans Tutoring attendance
Algebra 1 Goal #3D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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. Ability to purchase materials for class. Ability to stay after school for additional support.	3E.1 Teachers will provide extra materials in class including math manipulatives After school tutoring with bussing. Allow student access to computer based tutoring using pearsonsuccessnet.com. .	3E.1. Administrators Math Department Chair Classroom Teachers	3E.1. Monitoring of charting student data from mini-assessments Weekly teacher/student data chats Monitor Lesson Plans to see if teachers are implementing new materials Attendance at after school tutoring	3E.1 . LBA midyear progress monitoring Algebra I EOC Lesson Plans Tutoring attendance
Algebra 1 Goal #3E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1: 2011 data not available in 5 level system	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*	1.1. Students are unable to decipher questions that are presented in multiple ways.	1.1. Teachers will incorporate the Rule of Four in their lessons. Each benchmark should be taught using the following tools: analytically, graphically, numerically, and verbally.	1.1. Administrators Classroom Teacher Department Chair	1.1. Teachers will work in PLC to develop tests that reflect the Rule of Four.	1.1. Classroom tests and quizzes
			1.2. Students have difficulty prioritizing concepts within the curriculum.	1.2. Teachers will use a Focus Calendar to help students understand tested benchmarks.	1.2. Administrators Classroom teachers Department Chair	1.2. Instructional Focus Calendar Mini-assessments will be administered that specifically test mastery of the benchmarks as they will be presented on the Algebra I	1.2. Instructional Focus Calendar Mini-assessments on Edusoft.
			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 Geometry. Geometry Goal #2: 2011 data not available in 5 level system	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*	2.1. Students are not persistent in their problem solving.	2.1. Teachers will encourage student collaboration and become facilitators in the classroom. Teachers will use Kagan strategies. Cognitively complex tasks and learning goals with scales will be used.	2.1. Administrators Math Department Chair Classroom Teachers	2.1. New strategies will be recorded in lesson plans. Student writing activities to explain how math process standards and higher order thinking was used in a lesson.	2.1. Lesson Plans Math Journals, Project Rubrics TEAM assessments
			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**					
Geometry Goal #3A: NA						

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: Attendance Parent Communication and Support	3B.1. After school tutoring. Administrators will be required to contact parents of habitually absent students. Relationship Building Parent Contact Logs for grades and attendance. Teachers will be required to contact parents of all students scoring below 70% in class. Eagle Pride Night Math Vocabulary Graphic Organizers	3B.1. Administrators Math Department Chair Classroom Teachers	3B.1. Mastery of benchmarks through charting student data from mini-assessments Weekly teacher/student data chats Contact Logs	3B.1. LBA midyear progress monitoring Algebra I EOC
Geometry Goal #3B: 2011 data not available by sub group	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.* White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.* White: Black: Hispanic: Asian: American Indian:				
		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.	3C.1.	3C.1.	3C.1.	3C.1.
Geometry Goal #3C: NA	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			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.			3E.1. Ability to purchase materials for class. Ability to stay after school for additional support.	3E.1 Teachers will provide extra materials in class including math manipulatives After school tutoring with bussing. Allow student access to computer based tutoring using pearsonsuccessnet.com. .	3E.1. Administrators Math Department Chair Classroom Teachers	3E.1. Monitoring of charting student data from mini-assessments Weekly teacher/student data chats Monitor Lesson Plans to see if teachers are implementing new materials Attendance at after school tutoring	3E.1 . LBA midyear progress monitoring Algebra I EOC Lesson Plans Tutoring attendance
Geometry Goal #3D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			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. Geometry Goal #3E: NA **2012 Current Level of Performance:*** *Enter numerical data for current level of performance in this box.* **2013 Expected Level of Performance:*** *Enter numerical data for expected level of performance in this box.*	3E.1. Ability to purchase materials for class. Ability to stay after school for additional support.	3E.1 Teachers will provide extra materials in class including math manipulatives After school tutoring with bussing. Allow student access to computer based tutoring using pearsonsuccessnet.com. .	3E.1. Administrators Math Department Chair Classroom Teachers	3E.1. Monitoring of charting student data from mini-assessments Weekly teacher/student data chats Monitor Lesson Plans to see if teachers are implementing new materials Attendance at after school tutoring	3E.1 . LBA midyear progress monitoring Algebra I EOC Lesson Plans Tutoring attendance
	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 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
Curriculum and Best Practices	9-12	Math Department Chair	Math Department by subject	Early Release and Planning periods (weekly)	Minutes to be sent to Department Chair	Math Department Chair
Collaborative Lesson Study	9-12	Department Chair Lead teacher of Academy	School wide all teachers	September 2012 weekly	Lesson Plans CWT	Administration Department Chairs Lead Academy teachers Intensive Reading teachers Literacy Coach

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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
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Calculators		SAC/District	2,400
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

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

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

End of Elementary and Middle School Science Goals

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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.	1.1.	1.1.	1.1.	1.1.
Science Goal #1: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2.1.	2.1.	2.1.	2.1.	2.1.
Science Goal #2: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Florida Alternate Assessment High School Science Goals

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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
1. Students scoring at Achievement Level 3 in Biology 1.			1.1. Students have difficulty reading the textbook.	1.1. Utilize reading and vocabulary strategies. Utilize vocabulary graphic organizers. Utilize SQ3R and Cornell Notes.	1.1. Principal, Science Administrator	1.1. Lesson Plans Classroom Walkthroughs	1.1. Progress Monitoring Lake Benchmark Assessment
Biology 1 Goal #1: 2011-2012 data not available in 5 level system	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1.2. Students do not understand relevance and are not actively engaged.	1.2. Utilize hands on laboratories weekly. Utilize collaborative groups. Increase rigor and relevance of activities.	1.2. Principal, Science Administrator	1.2. Lesson Plans Classroom Walkthroughs Lab Documentation	1.2. Progress Monitoring Lake Benchmark Assessment
			1.3. Students have difficulty interpreting and creating graphs and charts.	1.3. Utilize hands on laboratories to create & interpret graphs. Participate in PLC with math department.	1.3. Principal, Science Administrator	1.3. Lesson Plans Classroom Walkthroughs	1.3. Progress Monitoring Lake Benchmark Assessment
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.			2.1. Students do not understand relevance and are not actively engaged.	2.1. Utilize hands on laboratories weekly. Utilize collaborative groups. Increase rigor and relevance of activities.	2.1. Principal, Science Administrator	2.1. Lesson Plans Classroom Walkthroughs Lab Documentation	2.1. Progress Monitoring Lake Benchmark Assessment
Biology 1 Goal #2: 2011-2012 data not available in 5 level system	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
			2.2. Content may be too easy and teachers are not challenging the students.	2.2. Increase rigor and relevance of activities. Utilize higher order thinking questions.	2.2. Principal, Science Administrator	2.2. Lesson Plans Classroom Walkthroughs	2.2. Progress Monitoring Lake Benchmark Assessment

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		2.3. Students have difficulty interpreting and creating graphs and charts.	2.3. Utilize hands on laboratories to create & interpret graphs. Participate in PLC with math department.	2.3. Principal, Science Administrator	2.3. Lesson Plans Classroom Walkthroughs	2.3. Progress Monitoring Lake Benchmark Assessment

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
PLC Training	9-12	Administrator	Science Department	Fall 2012		Administrator
Reading and Writing Strategies	9-12	Administrator	Science Department	Fall 2012	Lesson Plans Classroom Walkthroughs	Administrator
Cognitively Complex Tasks and Higher Order Questioning Techniques	9-12	Administrator	Science Department	Fall 2012	Lesson Plans Classroom Walkthroughs	Administrator

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

	Subtotal:
	Total:

End of Science Goals

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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. There is a lack of opportunities for applied and critical writing outside the in the language arts classroom. *[meant for all students]*	1A.1. Students will participate in daily writing during academic classes.	1A.1. Classroom teacher will instruct and oversee student participation.	1A.1. Students will demonstrate mastery of learning goals in writing.	1A.1. Teacher will score and evaluate work.
Writing Goal #1A: *The percent of students achieving Adequate Yearly Progress (FCAT Level 4.0 and higher) in writing will increase from 80% to 85%.*	2012 Current Level of Performance:* 80%	2013 Expected Level of Performance:* 85%					
			1A.2. Need for increased practice phrasing thoughts and concepts in academic diction and syntax. *[meant for all students]*	1A.2. Students will express answers to both verbal and written questions and both formal and informal assessments in complete sentences of academic diction and syntax.	1A.2. Respective content area teachers will oversee student participation. .	1A.2. Students will develop a habit of defaulting to academic diction and syntax in the classroom.	1A.2. Teacher will assess and evaluate progress
			1A.3. There is a lack of opportunities for applied and critical writing outside the in the language arts classroom. *[meant for all students]*	1A.3. . Students in World History and American History classes will complete two document based questions (DBQ's) per semester.	1A.3. . Respective content teacher will oversee student participation.	1A.3. Content teacher will ensure student compliance and follow up with assignment post mortem.	1A.3. Teacher will score and evaluate work according to established rubrics and scales.
			1A.4 Students need more opportunities to craft writing that demonstrates complexity of thought.	1A.4 Students will participate in inquiry based problem solving tasks in the classroom and through the Principal's Critical Thinking Challenge	1A.4 Classroom teachers and the Principal or his designees.	1A.4 Increased mastery in writing observed and assessed during progress monitoring.	1A.4 Informal assessment and observation as well as established rubrics and scales.
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1. There is a lack of opportunities for applied and critical writing outside the in the language arts classroom. *[meant for all students]*	1B.1. Students will participate in daily writing during academic classes.	1B.1. Classroom teacher will instruct and oversee student participation.	1B.1. Students will demonstrate mastery of learning goals in writing.	1B.1. Teacher will score and evaluate work.
Writing Goal #1B: *The percent of students achieving level 4.0 or higher in writing will increase from 64% to 80%.*	2012 Current Level of Performance:* 64	2013 Expected Level of Performance:* 80					
			1B.2. Need for increased practice phrasing thoughts and concepts in academic diction and syntax. *[meant for all students]*	1B.2. Students will express answers to both verbal and written questions and both formal and informal assessments in complete sentences of academic diction and syntax.	1B.2. Respective content area teachers will oversee student participation. .	1B.2. Students will develop a habit of defaulting to academic diction and syntax in the classroom.	1B.2. Teacher will assess and evaluate progress

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		1B.3. There is a lack of opportunities for applied and critical writing outside the in the language arts classroom. *[meant for all students]*	1B.3. . Students in World History and American History classes will complete two document based questions (DBQ's) per semester.	1B.3. . Respective content teacher will oversee student participation.	1B.3. Content teacher will ensure student compliance and follow up with assignment post mortem.	1B.3. Teacher will score and evaluate work according to established rubrics and scales.
		1B.4 Students will participate in inquiry based problem solving tasks in the classroom and through the Principal's Critical Thinking Challenge	1B.4 Classroom teachers and the Principal or his designees.	1B.4 Increased mastery in writing observed and assessed during progress monitoring.	1B.4 Informal assessment and observation as well as established rubrics and scales.	

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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 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 Writing Goals

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<u>Civics End-of-Course (EOC) Goals</u> *(required in year 2014-2015)*

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

Civics EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Civics.			1.1.	1.1.	1.1.	1.1.	1.1.
<u>Civics Goal #1:</u> *Enter narrative for the goal in this box.*	<u>2012 Current Level of Performance:*</u> *Enter numerical data for current level of performance in this box.*	<u>2013 Expected Level of Performance:*</u> *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.
<u>Civics Goal #2:</u> *Enter narrative for the goal in this box.*	<u>2012 Current Level of Performance:*</u> *Enter numerical data for current level of performance in this box.*	<u>2013 Expected Level of Performance:*</u> *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
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Civics Goals

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

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in U.S. History.			1.1. New Test Implementation	1.1. PLC creation to monitor the effectiveness of assessments	1.1. Mr. Clemons	1.1. TEAM	1.1. Benchmark Test
U.S. History Goal #1: *Data not available*	2012 Current Level of Performance:* **No Data Available**	2013 Expected Level of Performance:* **75%**					
			1.2. Kagan Strategies effectiveness	1.2. Professional Development for the	1.2.	1.2. Deliberate Practice Plan	1.2. Pre/post assessment
			1.3.	1.3. Complexity levels of questions	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. New Test Implementation	2.1. **Benchmarks - monitoring student achievements based on testing.** **- Continue with DBQ training** **- interdisciplinary planning (skinny collaborative classes)** **- Document analysis with appropriate Lexiles for each student**	2.1.	2.1. TEAM	2.1. Benchmark Test
U.S. History Goal #2: Data not available	2012 Current Level of Performance:* *No Data Available*	2013 Expected Level of Performance:* *10%*					
			2.2. **Data analysis pre/post with differentiated lessons for all areas of weakness**	2.2. **Utilization of literacy coach and reading strategies**	2.2. Deliberate Practice Plan	2.2. Pre/post assessment	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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U.S. History Professional Development

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
DBQ Training						

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.

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

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

End of U.S. History Goals

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Attendance Goal(s)

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

<table>
<tr>
<th colspan="3">Attendance Goal(s)</th>
<th colspan="5">Problem-solving Process to Increase Attendance</th>
</tr>
<tr>
<th colspan="3">Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:</th>
<th>Anticipated Barrier</th>
<th>Strategy</th>
<th>Person or Position Responsible for Monitoring</th>
<th>Process Used to Determine Effectiveness of Strategy</th>
<th>Evaluation Tool</th>
</tr>
<tr>
<td colspan="3" rowspan="2">1. Attendance

Attendance Goal #1:
To reduce the total number of absences by 5%</td>
<td>1.1.
Inconsistency with teachers completing attendance in Esembler daily.</td>
<td>1.1.
Teachers will make parent contact after 3 absences
Teacher will be sent reminder to make parent contact to any student that has been absent 3 or more times to class.</td>
<td>1.1.
Assistant Principal

School Data Clerk
Attendance Clerk</td>
<td>1.1.
Compare 2012-2013 attendance data with 2011-2012 attendance data.</td>
<td>1.1.
AS400
Esembler</td>
</tr>
<tr>
<td colspan="2">
</td>
</tr>
</table>

<table>
<tr>
<th>2012 Current Attendance Rate:*</th>
<th>2013 Expected Attendance Rate:*</th>
</tr>
<tr>
<td>95%</td>
<td>94%</td>
</tr>
<tr>
<td>2012 Current Number of Students with Excessive Absences (10 or more)</td>
<td>2013 Expected Number of Students with Excessive Absences (10 or more)</td>
</tr>
<tr>
<td>174</td>
<td>166</td>
</tr>
<tr>
<td>2012 Current Number of Students with Excessive Tardies (10 or more)</td>
<td>2013 Expected Number of Students with Excessive Tardies (10 or more)</td>
</tr>
<tr>
<td>10%</td>
<td>10%</td>
</tr>
</table>

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1.2. Inconsistency with teachers recording tardies.	1.2. Potential Specialists will make parent contact after 3 absences.	1.2.	1.2.	1.2.
1.3.	1.3. School Messenger call out system will call out daily for any student who has been absent or tardy from class.	1.3.	1.3.	1.3.

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Attendance Professional Development

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

Attendance Budget (Insert rows as needed)

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

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1. Inconsistency exists between staff members on disciplinary procedures Students are not clear on school expectations	1.1. Positive Behavior support program will be implemented school wide to clearly define Tier 1 expectations so that staff and students understand what is expected of them.	1.1. Positive Behavior Support and Administrative Team	1.1.Discipline data will be reviewed monthly to determine if program is working. P.B.S. team action plan will be revised as necessary based on monthly data reviews. School will be monitored to see if school-wide behavior is improving.	1.1. Discipline Referral Data Classroom walk-throughs Observations Monitoring of problem areas
Suspension Goal #1: The percentage of suspensions, both ISS and OSS, will be reduced by 10% for the 2011-2012 school year.	2012 Total Number of In –School Suspensions *338* 2012 Total Number of Students Suspended In-School *299* 2012 Total Number of Out-of-School Suspensions *968* 2012 Total Number of Students Suspended Out- of- School *255*	2013 Expected Number of In- School Suspensions *308* 2013 Expected Number of Students Suspended In -School *270* 2013 Expected Number of Out-of-School Suspensions *872* 2013 Expected Number of Students Suspended Out- of-School *230*					
			1.2. Inconsistency exists between staff members on disciplinary procedures	1.2. PBS Team will work together with administration to develop consistent procedure for referral completion (when, how, why it is completed) Leadership team will work together to develop a consistent procedure for in-school suspensions, out-of-school suspensions and other disciplinary actions.	1.2. PBS Team, Administrative Team	1.2.. Discipline referrals will be reviewed to see if they are completed correctly and the proper procedures have been followed. Suspension information will be reviewed to see if referrals are consistently completed and consistency exists between reasons for in-school and out- of- school suspensions. Additional professional development will take place for those not using procedures as outlined.	1.2. 1.2. Discipline Referral Data Classroom walk-throughs Observations Monitoring of problem areas
			1.3Inconsistency exists	1.3. Staff will work	1.3.. PBS Team,	1.3.. Discipline referrals will be	1.3. 1.3.. Discipline Referral

		among staff members on disciplinary procedures, i.e. what should be handled in the classroom and what should be written on a referral, to include and expand on the meaning of 'tardies'.	collaboratively to clearly define "Tardy" Staff and students will be trained in a consistent meaning of "Tardy Staff will be trained on consistent procedure for handling classroom issues and 'Tardies'. Consistently handling "Tardies" will be a school-wide priority	Administrative Team	reviewed to see if they are completed correctly and the proper procedures have been followed. Discipline data will be reviewed monthly to see if consistency in procedures is helping to reduce the number of tardy students. Additional professional development will take place for those not using procedures properly. Leadership teams will monitor hallways to ensure students are in class on time. Staff will be surveyed bi-annually to see if they feel more students are arriving on time.	Data Classroom walk-throughs Observations Monitoring of problem areas

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Positive Behavior System (PBS)	9-12	Assistant Principal and Potential Specialist	School Wide		Lesson plans, Discipline referrals, Talons tracking	Potential Specialist Assistant Principal

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:

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

	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 *The percent of students who will drop out during the 2012-2013 school year will decrease by 10% from 2011-2012. The percent of students who graduate the 2012-2013 school year will increase by 10%.*	2011 Current Dropout Rate:* *15.57%* 2011 Current Graduation Rate:* *84.43%*	2012 Expected Dropout Rate:* *5% less than 2011-2012.* 2012 Expected Graduation Rate:* *5% less than 2011-2012*	1.1. Student Interest in school. Students don't feel they are gaining anything from school	1.1. Students may attend E20/20 to make up grades during and after school Students may attend PLATO to make up grades after school. Students are enrolled in advisories.	1.1. Guidance Department Potential Specialists Administration	1.1. Monitoring the school's dropout rate	1.1. . Florida Department of Education's website
			1.2. . Student will not cooperate with the plan.	1.2. . 100% of faculty is provided professional development in monitoring and advocating for students in their advisories. Advisory teachers have access to a data dashboard for their students that display risk factor information (Absenteeism, tardiness, course credit status disciplinary information, etc.) Parents receive training and printed materials related to the importance of graduation	1.2. Guidance Department Potential Specialists Administration	1.2. .Data will be reviewed monthly to ensure students are on track to graduate.	1.2. . Florida Department of Education's website
			1.3. Students are not being identified.	1.3. . Homeroom teachers and Graduation Coaches identify students using a risk factor analysis system Mentor advisor for 9th grade and 10-12th grade at-risk students focusing on career counseling, academic support, individual risk factor mediation and Family and	1.3. Advisory teachers, Guidance, potential specialists, and administration	1.3. . Collaboration with teachers, potential specialists, and administration will ensure the program's effectiveness.	1.3. Florida Department of Education's website

			community connections. Student Success Lab provides opportunity for credit recovery, tutoring, social skills, career counseling, etc.			

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 Parent Involvement Goal #1: *The percentage of parents participating in SLHS activities will increase 10% during the 2011-2012 school year.*	2012 Current Level of Parent Involvement:* *350 parents attended the fall Eagle Pride night and 125 attended the spring Eagle Pride Night.*	2013 Expected Level of Parent Involvement:* *It is our goal that parent attendance at SLHS functions increase by 10% for the 2011-2012 school year.*	1.1. Historically SLHS has minimal parental involvement in school sponsored events.	1.1. Increase parent communication through newsletter, digital sign, flyers sent home, website and news paper. Increase attendance by providing refreshments. Use of potential specialists making daily and weekly parent contact.	1.1. Administration, Potential specialist and data clerk.	1.1. Attendance at school sponsored events.	1.1. Sign in sheets at SLHS school sponsored events Attendance at school sponsored events. Parent communication log.
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

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

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

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)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
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: • ***Implementation of a FIRST Robotics Team*** • ***Implementation f a robotics course in Space Technology & Engineering class***	1.1. • Student participation • Funding • Training	1.1. • Recruit during school functions • Grants • Robotic workshops	1.1. Ms. Nichols	1.1. TEAM	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

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

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
			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
Robotics curriculum	Exploring Robotics With Electronics and Boe-Bot Robot curriculum and robotic kit	**Motorola STEM Grant**	≈ $ 4,657.50
Note: This grant has not been secured.			**Subtotal: $ 4,657.50**
			Total: $ 4,657.50

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: **To increase the number of students who complete Career and Professional Academies leading to successful industry certification.** To increase number of teachers with CAP certs Increase number of CAP Academies	1.1.Students will enroll in a Career and Professional Academy but not complete all levels required for certification.	1.1. The CTE instructor will meet with each student individually during each term to discuss student's interest and encourage him or her to continue in the academy. Students will be taught the benefits of completing the Career and Professional Academy. These include industry certification, postsecondary articulated credit, and scholarship opportunities.	1.1. Academy Administrator, CTE department chair, Career and Professional Academy Guidance Counselor.	1.1. The number of students completing the Career and Professional Academy will increase by 5%.	1.1.Industry certification exam pass rate.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

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CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			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 Additional Goal #1: *To increase the awareness of Anti-Bullying campaign and increase awareness of proper behaviors and conflict resolution both online and in person*	2012 Current Level :*	2013 Expected Level :*	1.1. Time to meet and educate	1.1. Provide multiple opportunities for students to learn appropriate behaviors and interventions for conflict resolution through video, research and writing	1.1. Updike	1.1. Decrease in bullying, harassment and fighting incidents on campus	1.1. Referral reports
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD 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:
CELLA Budget	
	Total:
Mathematics Budget	
	Total:
Science Budget	
	Total:
Writing Budget	
	Total:
Civics Budget	
	Total:
U.S. History Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
STEM Budget	
	Total:
CTE Budget	
	Total:
Additional Goals	
	Total:
	Grand Total:

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

<u>Differentiated Accountability</u>

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.
Monitor SIP, Spend state SAC dollars on strategies in SIP, Prepare for transition to Common Core and College and Career Readiness

Describe the projected use of SAC funds.	Amount
1. Auto will receive $1000.	
2. Mrs. Robinson will receive $900 for her E20 20 class, which would fund about 20 students.	

3. Mrs. Pertell will receive $50 for Poll Everywhere subscription. 4. Mrs. Viola will receive $291 for 36 drawing boards. 5. Mr. Ferguson has the dry erase board that he will give to Mrs. Dupree, so no funding is required. 6. Mrs. Conway will not receive her request, too much money. 7. Mrs. Cry will receive her request of $300 for wearable cameras. 8. Dr. Bristo & Mr. Calabrese will receive $1000 for 50 copies of the High School Students guide to Writing Research Papers. 9. Mrs. McLean will receive $334.62 for 25 subscriptions for the Scholastic Art Magazine. 10. Mrs. Albert will receive $300 for 27 copies of Shakespeare Play Julius Cesar. 11. Mr. Diaz will receive $750 for 13 E Books.	