

# FLORIDA DEPARTMENT OF EDUCATION



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## 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: F.W. Buchholz	District Name: Alachua County
Principal: Vicente Perez	Superintendent: Dan Boyd
SAC Chair: Tom Cowart	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.

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	Vicente Perez	BA in Special Education from the University of Florida, Masters Degree in Educational Leadership from Nova Southeastern University	9	25	2011-2012 Principal at Buchholz Grade: __ Reading Mastery 71% and 68% making learning gains and 60% lowest quartile made gain. Math Mastery 78% and 73% making learning gains, and 57% of lowest quartile made gains. Writing Mastery 92% and Science Data (N/A no baseline date). AYP: 61% of the criteria were not satisfied. In reading, Black, Economically

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					<p>disadvantaged, and SWD did not make AYP. In Math, Black, Economically disadvantaged and SWD did not make AYP, in writing, we met all criteria.</p> <p>2010-2011 Principal at Buchholz Grade: A Reading Mastery 68% and 63% making learning gains and 50% lowest quartile made gain. Math Mastery 87% and 82% making learning gains, and 75% of lowest quartile made gains. Science Mastery 59% and Writing Mastery 87%. AYP: 79% of the criteria were not satisfied. In reading, White, Black, Economically disadvantaged, and SWD did not make AYP. In Math, Black, Economically disadvantaged and SWD did not make AYP, In writing we met all criteria.</p> <p><b>2009-2010-</b> Principal at Buchholz Grade: <b>A</b> Reading mastery 67%, Math mastery 84%, Science mastery 57%, and Writing mastery 93%. AYP: percent of criteria met was 77%, we met proficiency in math but not in reading. Black, economically disadvantaged and students with disabilities did not make AYP in reading or in math.</p> <p><b>2008-2009</b> Principal at Buchholz Grade: <b>B</b>, Reading mastery 67%, Math mastery 83%, Science mastery 57%, Writing mastery 91%. AYP: 72%, Black, economically disadvantaged, SWD did not make AYP in reading or math</p> <p><b>2007-2008</b> Principal at Buchholz Grade: <b>A</b>, Reading mastery 73%, Math mastery 85%, Science mastery 58%, Writing mastery 92%. AYP: 82%, Black, economically disadvantaged, SWD did not make AYP in Reading or Math</p>
Assistant Principal	Ms. Melissa Berryman	BA in English Education, Masters in English Education, ED.S in Educational Leadership all from the University of Florida	1	1	<p>2012-2013 Assistant Principal at Buchholz Grade: ____</p> <p>2011-2012 Teacher at Westwood Middle School Grade: Reading Mastery 56%, 39% of lowest quartile making gains. Math Mastery 60%, 44% of lowest quartile making gains. Writing Mastery 81%, Science Mastery 43%.</p>

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					<p>2010-2011 Teacher at Westwood Middle School Grade: A Reading Mastery 71%, 65% making learning gains in reading, 65% of lowest 25% making gains in reading, Math Mastery 75%, 77% making learning gains in math, 77% of lowest 25% making gains in math, Science Mastery 52%, Writing Mastery 91%,</p> <p>2009-2010 Teacher at Westwood Middle School Grade: A Reading Mastery 69%, 60% making learning gains in reading, 58% of lowest 25% making gains in reading, Math Mastery 70%, 73% making learning gains in math, 70% of lowest 25% making gains in math, Science Mastery 52%, Writing Mastery 88%</p>
Assistant Principal	Ms. Valerie Freeman	<p>BA in Education, from Florida State University. Masters in Education, Nova University. ED.S in Educational leadership from National Louis University.</p>	1	3	<p>2012-2013 Assistant Principal at Buchholz Grade: ____</p> <p>2011-2012 Assistant Principal at Buchholz Grade: ____ Reading Mastery 71% and 68% making learning gains and 60% lowest quartile made gain. Math Mastery 78% and 73% making learning gains, and 57% of lowest quartile made gains. Writing Mastery 92% and Science Data (N/A no baseline date). AYP: 61% of the criteria were not satisfied. In reading, Black, Economically disadvantaged, and SWD did not make AYP. In Math, Black, Economically disadvantaged and SWD did not make AYP, in writing, we met all criteria.</p> <p>2010-2011 Assistant Principal at Chiles Elementary Grade: B Reading Mastery 89%, Math Mastery 88%, Science Mastery 74%, Writing Mastery 97%, AYP 90% Black did not make AYP in reading and math, Economically Disadvantaged did not make gains in reading and math.</p> <p>2009-2010 Assistant Principal at Lake Forest Grade: C Reading Mastery 57%, Math Mastery 51%, Science Mastery 18%, Writing Mastery 83%, AYP: 90% Black did not make AYP in math, SWD did not make AYP in Reading.</p>

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Assistant Principal	Dr. W. Randy Scott	BA in Education in Natural Sciences from Clemson University. Masters in Educational Leadership and PhD in Philosophy both from the University of Florida.	1	9	<p>2012-2013 Assistant Principal at Buchholz</p> <p>2011-2012 Interim Principal at P.K. Yonge DRS Grade: Reading Mastery 74 %, 62% of lowest quartile making gains. Math Mastery 77 %, 62% of lowest quartile making gains. Science Mastery 43% and Writing Mastery 81 %. AYP: In reading, White, Black, Economically disadvantaged, and SWD did not make AYP. In Math, Black, Economically disadvantaged and SWD did not make AYP, In writing we met all criteria.</p> <p>2010-2011 Assistant Principal at P.K. Yonge DRS Grade: A Reading Mastery 79% and 68% making learning gains and 51% lowest quartile made gain. Math Mastery 87% and 81% making learning gains, and 70% of lowest quartile made gains. Science Mastery 59% and Writing Mastery. AYP: In reading, Black, Economically disadvantaged, and SWD did not make AYP. In Math, Black, Economically disadvantaged and SWD did not make AYP, In writing we met all criteria.</p> <p>2009-2010 Assistant Principal at P.K. Yonge DRS Grade: A Reading Mastery 78% and 66% making learning gains and 66% lowest quartile made gain. Math Mastery 85% and 79% making learning gains, and 75% of lowest quartile made gains. Science Mastery 57% and Writing Mastery 87%.</p>

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					<p>AYP: In reading, Black, Economically disadvantaged, and SWD did not make AYP. In Math, Black, Economically disadvantaged and SWD did not make AYP, In writing we met all criteria.</p> <p>2008-2009 Assistant Principal at P.K. Yonge DRS          Grade: A          Reading Mastery 76% and 65% making learning gains and 58% lowest quartile made gain. Math Mastery 83% and 80% making learning gains, and 74% of lowest quartile made gains. Science Mastery 60% and Writing Mastery 92%.          AYP: In reading, Black, Economically disadvantaged, and SWD did not make AYP. In Math, Black, Economically disadvantaged and SWD did not make AYP, In writing we met all criteria.</p>

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### Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Judy Beverly	BFA and MFA in Fine Arts, Reading Endorsement, Eng 5-9 Art K-12	7	6	<p>2011-2012 Reading Coach at Buchholz Grade: ____ Reading Mastery 71% and 68% making learning gains and 60% lowest quartile made gain. Math Mastery 78% and 73% making learning gains, and 57% of lowest quartile made gains. Writing Mastery 92% and Science Data (N/A no baseline date). AYP: 61% of the criteria were not satisfied. In reading, Black, Economically disadvantaged, and SWD did not make AYP. In Math, Black, Economically disadvantaged and SWD did not make AYP, in writing, we met all criteria.</p> <p>2010-2011 Reading Coach at Buchholz Grade: A Reading Mastery 68% and 63% making learning gains and 50% lowest quartile made gain. Math Mastery 87% and 82% making learning gains, and 75% of lowest quartile made gains. Science Mastery 59% and Writing Mastery 87%. AYP: 79% of the criteria were not satisfied. In reading, White, Black, Economically disadvantaged, and SWD did not make AYP. In Math, Black, Economically disadvantaged and SWD did not make AYP, In writing we met all criteria.</p> <p><b>2009-2010</b> Grade: <b>A</b> Reading mastery 67%, Math mastery 84%, Science mastery 57%, and Writing mastery 93%, AYP: 77%, met proficiency in math but not in reading, Black, economically disadvantaged and students with disabilities did not make AYP in reading or in math.</p> <p><b>2008-2009</b></p>

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					<p>Grade: <b>B</b>, Reading mastery 67%, Math mastery 83%, Science mastery 57%, Writing mastery 91%. AYP: 72%, Black, economically disadvantaged, SWD did not make AYP in reading or math</p> <p><b>2007-2008</b> Grade: <b>A</b>, Reading mastery 73%, Math mastery 85%, Science mastery 58%, Writing mastery 92%. AYP: 82%, Black, economically disadvantaged, SWD did not make AYP in Reading or Math</p> <p><b>2006-2007</b> Grade <b>A</b>, Reading mastery 68%, Math mastery 82%, Science mastery 55%, and Writing mastery 96%. AYP: 90%, Black, economically disadvantaged, SWD did not make AYP in Reading, and only SWD did not meet AYP in Math</p>
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**Effective and Highly Effective Teachers**

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

Description of Strategy	Person Responsible	Projected Completion Date
1. University of Florida Job Fairs	Principal	On-going
2. District Job Fair	Principal – Asst. Principal	Spring, 2012
3. Partnering new teachers with veteran staff	Principal – Asst. Principal	On-going
4. Weekly and monthly meeting with new teachers	Leadership Team, Literacy Team, Department Chairs	On-going



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***Non-Highly Effective Instructors***

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective

***Staff Demographics***

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
105	1% (1)	18% (20)	24% (26))	52% (57)	55% (60)	98% (91)	10% (11)	12% (13)	9% (10)

***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
Jared Feria, District Mentor	Malaisha Rayner	First year teacher	All new teacher program activities

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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.

**Principal, Vicente Perez:** Provides a common vision for the use of the data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of the school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

**General Ed Teachers, (Reading) Judy Beverly, Kathryn Brennan, Theresa Flamand, Liz Gillis; (Math) Olanrewaju Fayiga, Robert Kalis, Amy Palmer, :** Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/intervention with tier 2/3 activities.

**Exceptional Education Teachers, Janet Chalifoux, and Debra Fields, Ron Brooks:** Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

**Assistant Principal and Instructional Coach Reading, Randy Scott and Judy Beverly:** Develops, leads, and evaluates school core curriculum standards/programs: identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies: assists with whole school screening programs that provide early intervening services for students to become "at risk" ; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

**District Reading Instructional Specialist:** At this time the principal is requesting that our school receive the services of one of the district Reading Coaches.

**School Psychologist, Yulia Tomayo:** Participates in collection, interpretation, and analysis of data: facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data-collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

**Technology Specialist, Sean Timmons:** Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

**Speech Language Pathologist, Linda Stiles:** Educates the team in the role language plays in the curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic pattern of student need with respect to language skills.

**Student Services Personnel, Karen Dishman, Marc Ellard, Jay Godwin, Barbara Leytem, Pearlie Shelton, Kevin White, Ret Thomas, Mary Welch, and Christie Borden:** Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school counselors and deans continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social issues.

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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 Leadership team will focus meetings around one goal: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and in our students?

Members of the team will meet once a week to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at a high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

The RtI Leadership Team met with the Principal to help develop the SIP. The team collected and provided data on Tier 1,2 and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations of instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching; and aligned processes and procedures.

### 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.

**Baseline Data:** Florida Continuous Improvement Model (FCIM), Florida Comprehensive Assessment (FCAT), On Track Assessment Program, FAIR

**Midyear:** On Track Assessment Program, FCAT Test Maker Pro Mini Grade Level Assessments, FAIR

**End of Year:** FCAT, On Track Assessment Program, FAIR, End of Course Exams

**Frequency of Data Days:** twice a month for data analysis

Describe the plan to train staff on MTSS.

Professional development will be ongoing and continuous throughout the year during the teachers' common planning time and small sessions will occur throughout the year as needed. The RtI Team will also evaluate additional staff PD needs during the bi-monthly RtI Leadership Team meetings.

Describe the plan to support MTSS.

### *Literacy Leadership Team (LLT)*

August 2012

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### School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Our school based literacy team includes the Principal, Vicente Perez, Assistant Principal Randy Scott, and Reading teachers Theresa Flamand, Arleen Partridge, Reading Coach Judy Beverly, English teachers Liz Gillis and Kathy Brennan, Social Studies teacher Tim Higgins, Media Specialist Linda Schroeder, Science teachers Leigh Larson and Iris Bailey.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The team will meet once a month to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at a high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

The major initiatives for this year will be to increase literacy for all students at our school with emphasis on the following areas:

- Increase literacy for the lower quartile and to meet AYP requirements.
- Students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction and interventions.
- Increase literacy interventions and strategies among the Black student subgroup.
- Increase literacy interventions and strategies among SWD student subgroup.
- Increase literacy interventions and strategies among the economically disadvantaged subgroup of students.

Increase time spent in school with the implementation of an In School Suspension intervention as the step after In School Detention.

### ***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?

Assistant Principal Randy Scott and Instructional Reading Coach Judy Beverly will have the following responsibilities: develops, leads, and evaluates school core curriculum standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies:

### ***\*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?

All teachers across all subject areas are encouraged to teach/show the real world applications of their subject and lessons. With the expansion of technology in the classroom, more teachers are able to bridge the gap between theory/ideas and the real world and bring it into the classroom. With serious budget restraints for taking "field trips", bringing the real world into the classroom is necessary for students to see the application of their learning.

While there are many outstanding examples of this focus on real-world relevance on our campus, a few outstanding examples are noteworthy. Our two business academies, the Academy of Finance and the Academy of Entrepreneurship, teach students how to run an operating branch of a bank (Finance) and how to fully operate a school store (Entrepreneurship). Our Environmental Science classes are responsible for the operation of our school wide recycling program and the promotion of energy conservation.

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?

Teachers are all encouraged to advise students on the relevance of particular courses for students' future college major/ career plans in their subject areas. For instance, students interested in health-related careers are encouraged to take both Chemistry and Anatomy & Physiology as part of their science selections.

Counselors, in both individual conferencing with students and classroom guidance initiatives, regularly suggest certain elective courses and programs that are well suited to students' interests and aptitudes. Appropriate juniors and seniors can also dual-enroll with Santa Fe College to access a wide assortment of

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Technology/Applied Science programs based on the students' current/future interests.

All 10<sup>th</sup> graders are given a free opportunity to take the PLAN. This career and academic assessment tool allows students to evaluate their aptitudes and interests for post-secondary planning and goal setting. In addition, all freshmen/sophomores will revisit their EPEP, a 4-year personal high school planning tool. This allows for further discussion about coursework that is relevant for their futures based on their indicated skill and interest areas.

### *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](#).

Analysis of the High School Feedback Report of Florida Public High Schools Graduates and the State Public Accountability Report indicates:

- Our graduation rate for all students was 79% which surpasses both the District at 73% and the State at 71%.
- Our graduation rate for Black students was 70% which was greater than the District and the State but 15% lower than our white students.
- Our high school dropout rate was 2.5% which is lower than the District at 3.6% and the State at 2.6%.
- We had 88% who passed college reading placement tests as compared to the District at 76% and the State at 78%.
- We had 88% who passed college writing placement tests as compared to the District at 79% and the State at 82%.
- We had 87% who passed college math placement tests as compared to the District at 74% and the State at 71%.

Based on the analysis of these results we have identified the following priority strategies for our school:

- Continue and improve the enrichment strategies for students in AP classes and those scoring 4 and 5 on the FCAT reading and math.
- Encourage the importance of taking higher level courses with emphasis on increasing the enrollment for Black students.
- Increase intervention strategies to help Black students stay on track and graduate on time with their class.
- Increase intervention strategies to help all students stay engaged in school and not drop out.

Explore and implement strategies from outside agencies and stakeholders to help our minority students.

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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
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</b>			1A.1 The district pacing calendar has historically moved at a faster pace than our students’ readiness.	1A.1. Develop an Instructional Focus Calendar for Reading and Language Arts.	1A. 1.Assistant Principal, Reading Coach, Department Chairs	1A.1. Administration will monitor the implementation of the focus calendar by walkthroughs.	1A.1. Classroom walkthrough procedures and log and the focused visits and mini assessments and the FAIR assessments.
Reading Goal #1A:  To increase the number of students who are reading at or above proficiency in all subgroups as measured by AYP. <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	71% (698)	76% (748)					
			1A.2Complexity levels have increased with the FCAT 2.0.	1A.2. Include higher order thinking questions in lesson plans.	1A.2. Principal, Assistant Principals, Reading Coach	1A.2. Walkthroughs, lesson plan reviews weekly and monthly	1A.2. Classroom walkthrough procedures and log and the focused visits to determine frequency of the use of higher order questions.
		1A.3The mobility rate of our students has increased over the recent years.	1A.3. The school will implement the CIMs Model for evaluating student progress.	1A.3. Principal, Assistant Principals, Leadership Team	1A.3. Weekly administrative meetings, Literacy Meetings.	1A.3. Weekly administrative meetings to discuss observations on the use of the 8 step instructional process of the CIMs model.	
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b>			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Reading Goal #1B:  <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					



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		IB.3.	IB.3.	IB.3.	IB.3.	IB.3.

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On the analysis of student achievement data and reference to "Learning 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		
<b>FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</b>	2A.1. Providing the necessary rigor needed to challenge students at this level.	2A.1. Twenty six advance placement courses will be offered and these courses will provide rigor to increase the students' skills and knowledge.	2A.1. Assistant Principal, Reading Coach, Department Chairs	2A.1. FAIR Testing, AP Exams	2A.1. Students are identified for Advance Placement by FCAT results, teacher recommendation, and other assessments results that demonstrate consistent proficiency and mastery.		
<b>Learning Goal #2A:</b> Offer rigorous course for high achieving students and to raise rate of students scoring at level 4 and 5. <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	48% (473)	53% (523)					
<b>Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b>	2B.1.						
<b>Learning Goal #2B:</b> <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3A. FCAT 2.0: Percentage of students making learning gains in reading.</b>			3A.1. The mobility rate of our population has been steadily increasing recently.	3A.1. All teachers will explicitly infuse the reading benchmarks in lesson plans and instructional delivery.	3A.1. Assistant Principal Reading Coach	3A.1. Walkthroughs, lesson plan reviews weekly and monthly.	3A.1. Classroom walkthrough procedures and log and the focused visits.
Reading Goal #3A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Provide instructional support for students who are reading below grade level with interventions both within the classroom and after school. This instructional support would also be in all core classes. <i>Enter narrative for the goal in this box.</i>	68% (624)	73% (674)					
			3A.2. Same as above.	3A.2. Student achievement motivational mentoring	3A.2. ESE Teacher	3A.2. Assistant Principal, ESE Teacher	3A.2.. Weekly, monthly participation of students and mentor and AP
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</b>			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Reading Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</b>		4A.1. The mobility rate of our lowest quartile has been steadily increasing recently.	4A.1. <b>Tier 1:</b> Determine core instructional needs by analyzing data from individual FCAT scores for all subgroups in the bottom quartile.	4A.1. Principal, Assistant Principal, Reading Coach, ESE teachers. Content teachers in intensive skills classes, RTI Team	4A.1. Monitor student progress through data analysis of FAIR assessment quarterly, and individual teacher assessments. A list will be made of the students making adequate progress toward benchmarks.	4A.1. FCAT, FAIR, and individual teacher course assessments and the FCAT Test Maker pro mini assessments will be used to determine progress From Benchmark 1 towards Benchmark 2 and so forth.	
<u>Reading Goal #4:</u>	<u>2012 Current Level of Performance:*</u>						<u>2013 Expected Level of Performance:*</u>
Identify and provide extra support for students who will be included in the lowest quartile in reading. Teachers can use information regarding these students for pull-out sections and recommendations for tutoring and/or more intensive interventions. <i>Enter narrative for the goal in this box.</i>	60% (143)						65% (~193)
		4A.2. Recognizing any learning disabilities in a timely manner with our mobile population, allowing us to use the Rtl model with them.	4A.2. <b>Tier 2:</b> Plan differentiated instruction using researched based interventions. Teachers across curriculums will infuse the reading benchmarks in lesson plans and in instructional delivery. Supplemental instruction interventions will also be planned for students not responding to the core instruction. The focus of instruction will be determined FAIR assessments.	4A.2. Principal, Assistant Principal, Reading Coach, ESE teachers. Content teachers in intensive skills classes, RTI Team, Literacy Team	4A.2. Monitor student progress of all students receiving supplemental instruction using FAIR and individual teacher assessments. Make a list of those making adequate progress toward benchmark.	4A.2. FCAT, FAIR, and individual teacher course assessments will be used to determine progress From Benchmark 1 towards Benchmark 2 and so forth.	
		4A.3 Recognizing any learning disabilities in a timely manner with our mobile population, allowing us to use the Rtl model with them.	4A.3. <b>Tier 3:</b> Plan targeted intervention for lower quartile students who are not responding to core plus the supplemental instruction, then use problem-solving process interventions. These will be matched to	4A.3. Principal, Assistant Principal, Reading Coach, ESE teachers. Content teachers in intensive skills classes, RTI Team, Literacy	4A.3. Monitor progress of those students who are not responding to core plus the supplemental instruction and targeted instruction on a more frequent basis. Adequate progress is determined	4A.3. FCAT, FAIR, and individual teacher course assessments will be used to determine progress From Benchmark 1 towards Benchmark 2 and so forth.	

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			individual student needs, be researched based, and will be provided in addition to core.		by comparing individual student objectives to the focus calendar.	
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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
<b>5A. In six years school will reduce their achievement gap by 50%.</b> Reading Goal #5A:  Provide opportunities for students to increase their reading skills by providing tutors, in-school tutoring during the school day, on-line books and tutorials, and take home materials that through practice can enhance academic achievement.	<b>Baseline data 2010-2011</b>		71%	Reduce 5% 76%	Reduce 3% 78%	Reduce 2% 80%	Reduce 3% 83%	Reduce 2% 85%
	Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b> Reading Goal #5B:  Increase achievement levels so students in every sub group will achieve proficiency targets in reading especially for the White, and Black subgroups.  <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* White: 18% Black: 61% Hispanic: 28% Asian: 9% American Indian: N/A Did not make satisfactory progress in reading		2013 Expected Level of Performance:* White: 13% Black: 50% Hispanic: 23% Asian: 4% American Indian: N/A	<b>5B.1. Tier 1:</b> Determine core instructional needs by analyzing data from individual FCAT scores for those subgroups in the bottom quartile.	5B.1. Principal, Assistant Principal, Reading Coach, ESE teachers. Content teachers in intensive skills classes, RTI Team	5B.1. Monitor student progress through data analysis of FAIR assessment quarterly, and individual teacher assessments. A list will be made of the students making adequate progress toward benchmarks.	5B.1. FCAT, FAIR, and individual teacher course assessments and FCAT Test Maker Pro will be used to determine progress From Benchmark 1 towards Benchmark 2 and so forth.	
			<b>5B.2. Tier 2:</b> Plan differentiated instruction using researched based interventions. Teachers across curriculums will infuse the reading benchmarks in lesson plans and in instructional	5B.2. Principal, Assistant Principal, Reading Coach, ESE teachers. Content teachers in intensive skills classes, RTI Team, Literacy Team	5B.2. Monitor student progress of all students receiving supplemental instruction using FAIR and individual teacher assessments. Make a list of those making adequate progress toward benchmark.	5B.2. FCAT, FAIR, and individual teacher course assessments and FCAT Test Maker pro will be used to determine progress From Benchmark 1 towards Benchmark 2 and so forth.		

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			delivery. Supplemental instruction interventions will also be planned for students not responding to the core instruction. The focus of instruction will be determined by review of the FCAT and FAIR assessments.			
		5B.3. Recognizing any learning disabilities in a timely manner with our mobile population, allowing us to use the Rtl model with them	5B.3. <b>Tier 3:</b> If targeted intervention for lower quartile students are not responding to core plus the supplemental instruction, then use problem-solving process interventions. These will be matched to individual student needs, be researched based, and provided in addition to core.	5B.3. Principal, Assistant Principal, Reading Coach, ESE teachers. Content teachers in intensive skills classes, RTI Team, Literacy	5B.3. Monitor progress of those students who are not responding to core plus the supplemental instruction and targeted instruction on a more frequent basis. Adequate progress is determined by comparing individual student objectives to the focus calendar.	5B.3. FCAT, FAIR, and individual teacher course assessments and FCAT Test Maker Pro will be used to determine progress From Benchmark 1 towards Benchmark 2 and so forth.



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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
<b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<b>Reading Goal #5C:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b>  <i>Enter numerical data for expected level of performance in this box.</i>					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b>			5D.1. Incoming SWD historically have had more contact hours with ESE teachers and when they come to high school parents want them to be mainstreamed causing a large gap in the student’s preparedness for high school curriculum.	5D.1. <b>Tier 1:</b> Determine core instructional needs by analyzing data from individual FCAT scores for those subgroups in the bottom quartile.	5D.1. Principal, Assistant Principal, Reading Coach, ESE teachers. Content teachers in intensive skills classes, RTI Team	5D.1. Monitor student progress through data analysis of FAIR assessment quarterly, and individual teacher assessments. A list will be made of the students making adequate progress toward benchmarks.	5D.1. FCAT, FAIR, and individual teacher course assessments and FCAT Test Maker Pro will be used to determine progress From Benchmark 1 towards Benchmark 2 and so forth.
<b>Reading Goal #5D:</b>  Provide increased support for the subgroup of SWD not making AYP and providing training and professional development to teachers in the areas of differentiated instruction and assessment to achieve proficiency targets for AYP in reading.  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b>  61% did not make AYP	<b>2013 Expected Level of Performance:*</b>  56%					
			5D.2. Incoming SWD historically have had more contact hours with ESE teachers and when they come to high school parents want them to be mainstreamed causing a large gap in the student’s preparedness for high school curriculum.	5D.2. <b>Tier 2:</b> Plan differentiated instruction using researched based interventions. Teachers across curriculums will infuse the reading benchmarks in lesson plans and in instructional delivery. Supplemental instruction interventions	5D.2. Principal, Assistant Principal, Reading Coach, ESE teachers. Content teachers in intensive skills classes, RTI Team, Literacy Team	5D.2. Monitor student progress of all students receiving supplemental instruction using FAIR and individual teacher assessments. Make a list of those making adequate progress toward benchmark.	5D.2. FCAT, FAIR, and individual teacher course assessments and FCAT Test Maker pro will be used to determine progress From Benchmark 1 towards Benchmark 2 and so forth.

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			will also be planned for students not responding to the core instruction. The focus of instruction will be determined by review of the FCAT and FAIR assessments.			
		5D.3. Incoming SWD historically have had more contact hours with ESE teachers and when they come to high school parents want them to be mainstreamed causing a large gap in the student's preparedness for high school curriculum	5D.3. <b>Tier 3:</b> If targeted intervention for lower quartile students are not responding to core plus the supplemental instruction, then use problem-solving process interventions. These will be matched to individual student needs, be researched based, and provided in addition to core.	5D.3. Principal, Assistant Principal, Reading Coach, ESE teachers. Content teachers in intensive skills classes, RTI Team, Literacy	5D.3. Monitor progress of those students who are not responding to core plus the supplemental instruction and targeted instruction on a more frequent basis. Adequate progress is determined by comparing individual student objectives to the focus calendar.	5D.3. FCAT, FAIR and individual teacher course assessments and FCAT Test Maker Pro will be used to determine progress From Benchmark 1 towards Benchmark 2 and so forth.

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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	
<b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b>		5E.1. Generally these students have a disadvantage in technology resources for education purposes outside the school environment.	5E.1. <b>Tier 1:</b> Determine core instructional needs by analyzing data from individual FCAT scores for those subgroups in the bottom quartile.	5E.1. Principal, Assistant Principal, Reading Coach, ESE teachers. Content teachers in intensive skills classes, RTI Team	5E.1. Monitor student progress through data analysis of FAIR assessment quarterly, and individual teacher assessments. A list will be made of the students making adequate progress toward benchmarks.	5E.1. FCAT, FAIR, and individual teacher course assessments and FCAT Test Maker Pro will be used to determine progress towards Benchmark 1 and so forth.	
Reading Goal #5E:	2012 Current Level of Performance:*						2013 Expected Level of Performance:*
Increase performance of Economically Disadvantaged students so they can meet AYP targets by providing support within the classroom and after school tutoring classes. <i>Enter narrative for the goal in this box.</i>	FRL 57% did not make satisfactory progress in reading						FRL 52%
		5E.2. Same as above.	5E.2. <b>Tier 2:</b> Plan differentiated instruction using researched based interventions. Teachers across curriculums will infuse the reading benchmarks in lesson plans and in instructional delivery. Supplemental instruction interventions will also be planned for students not responding to the core instruction. The focus of instruction will be determined by review of the FCAT and FAIR assessments.	5E.2. Principal, Assistant Principal, Reading Coach, ESE teachers. Content teachers in intensive skills classes, RTI Team, Literacy Team	5E.2. Monitor student progress of all students receiving supplemental instruction using FAIR and individual teacher assessments. Make a list of those making adequate progress toward benchmark.	5E.2. FCAT, FAIR, and individual teacher course assessments and FCAT Test Maker pro will be used to determine progress towards Benchmark 1 and so forth.	
		5E.3. Same as above	5E.3. <b>Tier 3:</b> If targeted intervention for lower quartile students are not responding to core plus the supplemental instruction, then use problem-solving process interventions. These will be matched to individual	5E.3. Principal, Assistant Principal, Reading Coach, ESE teachers. Content teachers in intensive skills classes, RTI Team, Literacy	5E.3. Monitor progress of those students who are not responding to core plus the supplemental instruction and targeted instruction on a more frequent basis. Adequate progress is determined	5E.3. FCAT, FAIR, and individual teacher course assessments and FCAT Test Maker Pro will be used to determine progress towards Benchmark 1 and so forth.	

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			student needs, be researched based, and provided in addition to core.		by comparing individual student objectives to the focus calendar.	
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**Reading Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b>						
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
Effective implementation of the Instructional Focus calendar.	9th-12th	Principal, Assistant Principal, Reading Coach	PLC (FCIM team)	Monthly, Before School	Lesson Plans Classroom Visits Department Chair Meetings	Principal Assistant Principal Reading Coach
Effective use of Reading Coach's time.	9th-12th	Principal, Assistant Principal, District PD Facilitator	RtI/FAIR Admin Team	Weekly, Periods 1-2	Reading Coach and Assistant Principal will meet to discuss and share weekly with the Principal their observations	Principal, Assistant Principal, Reading Coach
Individual intensive instruction in test taking skills and intensive basic reading skills.	9th-12th	Principal, Assistant Principal, Reading Coach	PLC (FCIM Team)	Monthly, Before School	Focused walkthroughs with the Principal, Assistant Principal, and Reading Coach	Principal Assistant Principal Reading Coach

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### Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.

#### Evidence-based Program(s)/Materials(s)

Strategy	Description of Resources	Funding Source
FCIM	Notebooks, misc supplies, copying of mini-lessons	General School Funds
FAIR	headphones	General School Funds

#### Technology

Strategy	Description of Resources	Funding Source
FCAT Explorer	Computers with internet access	Already available
FOCUS	Computers with internet access	Already available

#### Smart boards

#### Student Response Systems

Subtotal: \$0	Description of Resources	Funding Source
Professional Development		

#### Strategy

Strategy	Description of Resources	Funding Source
FCIM and FAIR monthly meetings		
Strategies in the Classroom		
Using FAIR effectively	N/A	N/A
Subtotal: \$150		

#### Other

Strategy	Description of Resources	Funding Source
N/A		
		<b>Grand Total: \$1,000</b>

*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
<b>1. Students scoring proficient in listening/speaking.</b>		1.1. Generally these students have a disadvantage in social interactions that enhance listening and speaking.	1.1. <b>Tier 1:</b> Determine core instructional needs by analyzing data from individual Language Arts classroom assessments.	1.1. Principal, Assistant Principal, Reading Coach, ESE teachers. Content teachers in intensive skills classes, RTI Team	1.1. Monitor student progress through data analysis of FAIR assessment quarterly, and individual teacher assessments. A list will be made of the students making adequate progress toward benchmarks.	1.1. FCAT, FAIR, and individual teacher course assessments and FCAT Test Maker Pro will be used to determine progress from Benchmark 1 towards Benchmark 2 and so forth.
CELLA Goal #1:	2012 Current Percent of Students Proficient in Listening/Speaking:					
All students will reach proficiency.	100% 4 of 4					
		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
<b>2. Students scoring proficient in reading.</b>		2.1. Making sure that proper reading translation material is available to these students.	2.1. Same as above	2.1. Same as above	2.1. Same as above	2.1. Same as above
CELLA Goal #2:	2012 Current Percent of Students Proficient in Reading:					
All students will reach proficiency	100% 4 of 4					
<i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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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
<b>3. Students scoring proficient in writing.</b>		2.1. Making sure that proper writing translation material is available to these students.	2.1. Same as above	2.1. Same as above	2.1. Same as above	2.1. Same as above
<b>CELLA Goal #3:</b> <b>All students will reach proficiency</b> <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Percent of Students Proficient in Writing :</b>					
	<b>100% 4 of 4</b> <i>Enter numerical data for current level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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**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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:\$0</b>
			<b>Total:\$0</b>

*End of CELLA Goals*



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**Florida Alternate Assessment High School Mathematics Goals**

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

<b>High School Mathematics Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Mathematics Goal #1:</b> <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b> <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b> <i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
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
<b>2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
<b>Mathematics Goal #2:</b> <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b> <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b> <i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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**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
<b>1. Students scoring at Achievement Level 3 in Algebra 1.</b>			1.1. The district pacing calendar has historically moved at a faster pace than our students' readiness.	1.1. Analyze the FCAT Data and utilize the FCIM to identify students in the core subjects needing intervention and enrichment.	1.1. Principal, Assistant Principal, Math Department Chair	1.1. Review the On Track data quarterly to ensure groups are redesigned to target the need of students based on assessment.	1.1. On Track Assessment by the district, FCAT Test Maker Pro Mini Assessments.
Algebra 1 Goal #1:	2012 Current Level of Performance:* 72% 260/358	2013 Expected Level of Performance:* 77% (310)					
Increase the number of students who are proficient in math and adequately prepare students for EOC exams in algebra							
			1.2. The district pacing calendar has historically moved at a faster pace than our students' readiness.	1.2. Unified in classroom board agendas including Benchmark objectives, date, homework assignments.	1.2. Principal, Assistant Principal, Math Department Chair	1.2. Walkthroughs, by administration will be used to ensure all math teachers are implementing the unified board configurations.	1.2. Walkthrough reports.
			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
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.</b>			2.1. Lack of time for remediation and/or enrichment.	2.1. Florida Continuous Improvement Model Implementation, focusing on utilizing disaggregated data.	2.1. Principal, Assistant Principal, Department Chair.	2.1. Monthly Department Meetings	2.1. Weekly Focus Assessments
Algebra Goal #2:	2012 Current Level of Performance:* 27% 98/358	2013 Expected Level of Performance:* 32%					
Provide rigorous course offerings in math to prepare students for college level work and provide opportunities to take coursework at UF							
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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

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and Santa FE colleges for more advanced math <i>Enter narrative for the goal in this box.</i>						
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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
<b>3A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>	N/A		<b>Reduce 5% 78%</b>	<b>Reduce 3% 81%</b>	<b>Reduce 2% 83%</b>	<b>Reduce 2% 85%</b>	<b>Reduce 2% 87%</b>
<u>Algebra I Goal #3A:</u>  Provide opportunities for students to increase their math skills by providing tutors, in-school tutoring during the school day, on-line books and tutorials, and take home materials that through practice can enhance academic 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 subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.</b>			3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1. Analyze the FCAT Data and identify students in the core subjects needing intervention and enrichment.	3.1. Principal, Assistant Principal, Math Department Chair	3.1. Review the On Track data quarterly to ensure groups are redesigned to target the need of students based on assessment.	3.1. On Track Assessments and mini grade level assessments.	
<u>Algebra I Goal #3B:</u>  Provide opportunities for students to increase their skills in math by implementing intensive interventions within the classroom setting and with after school tutoring. <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>  Not making AYP White:16% Black:53% Hispanic:26% Asian:7% American Indian:NA	<u>2013 Expected Level of Performance:*</u>  Not making AYP White:11% Black:40% Hispanic:20% Asian:2% American Indian:	Our Black population historically has been more mobile than the rest of the school population.					
			3B.2 The district pacing guide historically moves at a faster pace than our students' needs at Buchholz.	3B.2. Unified in classroom board agendas including Benchmark objectives, date, homework assignments.	3B.2. Principal, Assistant Principal, Math Department Chair	3B.2. Walkthroughs, by administration will be used to ensure all math teachers are implementing the unified board configurations.	3B.2. Walkthrough reports.	

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		BB.3.	BB.3.	BB.3.	BB.3.	BB.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
<b>3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.</b>			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Algebra 1 Goal #3C: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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
<b>3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.</b>			3D.1. Incoming SWD historically have had more contact hours with ESE teachers and when they come to high school parents want them to be mainstreamed causing a large gap in the student's preparedness for high school curriculum.	3D.1. Tier 1: Identify the needs by reviewing assessment data for all students within the bottom quartile. Plan differentiated instruction using researched-based interventions.	3D.1. Principal, Assistant Principal, Math Department Chair, ESE Staffing Specialist	3D.1. Math department will review results of On Track assessment data every quarter to determine progress toward Benchmark as well as mini grade assessments.	3D.1. Common assessments tied to the FCAT Benchmarks on mini-grade level tests given weekly
Algebra 1 Goal #3D: Provide extra support in math courses for students with disabilities by utilizing the co-teach model in their math classes and extra support in learning strategies classes. <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Not making AYP 30% 12/40 <i>Enter numerical data for current level of performance in this box.</i>	Not making AYP 25% <i>Enter numerical data for expected level of performance in this box.</i>					
			3D.2. Same as above.	3D.2. Tier 2: Plan supplemental instruction/interventions for students not responding to core instruction. Focus of instruction is determined by review of common assessment data and will include explicit instruction,	3D.2. Principal, Assistant Principal, Math Department Chair, ESE Staffing Specialist	3D.2. Department will review results of ON Track Assessment data every four weeks to determine progress toward Benchmark with 75% passing grade on common assessment.	3D.2. Common assessments tied to the FCAT Benchmarks on mini-grade level tests given weekly.

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			guided practice, independent practice, and use of all modalities. Supplemental instruction is provided in addition to core instruction.			
		3D.3. Same as above.	3D.3. <b>Tier 3:</b> Plan targeted intervention for students who are not responding to core plus supplemental instruction using problem solving process. Interventions will be matched to individual student needs, be evidenced-based, and provided in addition to core instruction.	3D.3 Rtl Leadership Team and ESE Staffing Specialist	3D.3. Grade level teachers will review results of common assessment data bi-weekly to determine progress toward Benchmark with 75% common assessment.	3D.3. Common assessments tied to the FCAT Benchmarks on mini-grade level tests given weekly.

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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
<b>3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.</b>			3E.1. Generally these students have a disadvantage in technology resources for education purposes outside the school environment.	3E.1. <b>Tier 1:</b> Identify the needs by reviewing assessment data for all students within the bottom quartile. Plan differentiated instruction using researched-based interventions.	3E.1. Principal, Assistant Principal, Math Department Chair	3E.1. Math department will review results of On Track assessment data every quarter to determine progress toward Benchmark as well as mini grade assessments.	3E.1. Common assessments tied to the FCAT Benchmarks on mini-grade level tests given weekly
Algebra 1 Goal #3E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Provide extra support within the classroom and after school through tutoring sessions to help economically disadvantaged students increase their achievement level in math. <i>Enter narrative for the goal in this box.</i>	FRL Not making satisfactory progress. 47% 58/123 <i>Enter numerical data for current level of performance in this box.</i>	42% <i>Enter numerical data for expected level of performance in this box.</i>					
			3E.2. Same as above.	3E.2. <b>Tier 2:</b> Plan supplemental instruction/interventions for students not responding to core instruction. Focus of instruction is determined by review of common assessment data and will include explicit instruction, guided practice, independent practice, and use of all modalities. Supplemental instruction is provided in addition to core instruction.	3E.2. Principal, Assistant Principal, Math Department Chair	3E.2. Department will review results of ON Track Assessment data every four weeks to determine progress toward Benchmark with 75% passing grade on common assessment.	3E.2. Common assessments tied to the FCAT Benchmarks on mini-grade level tests given weekly.
			3E.3. Same as above	3E.3. <b>Tier 3:</b> Plan targeted intervention for students who are not responding to core and/or supplemental instruction using problem solving process. Interventions will be matched to	3E.3. Rtl Leadership Team	3E.3. Grade level teachers will review results of common assessment data bi-weekly to determine progress toward Benchmark with 75% common assessment.	3E.3. Common assessments tied to the FCAT Benchmarks on mini-grade level tests given weekly.



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			individual student needs, be evidenced-based, and provided in addition to core instruction.			
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*End of Algebra 1 EOC Goals*

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

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Students scoring at Achievement Level 3 in Geometry.</b>			1.1 The district pacing calendar has historically moved at a faster pace than our students' readiness.	1.1. Analyze the FCAT Data and utilize the FCIM to identify students in the core subjects needing intervention and enrichment.	1.1. Principal, Assistant Principal, Math Department Chair	1.1. Review the On Track data quarterly to ensure groups are redesigned to target the need of students based on assessment.	1.1. On Track Assessment by the district, FCAT Test Maker Pro Mini Assessments.
Geometry Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Increase the number of students who are proficient in math and adequately prepare students for EOC exams in geometry.	64%	70%					
			1.2. The district pacing calendar has historically moved at a faster pace than our students' readiness	1.2. Unified in classroom board agendas including Benchmark objectives, date, homework assignments.	1.2. Principal, Assistant Principal, Math Department Chair	1.2. Walkthroughs, by administration will be used to ensure all math teachers are implementing the unified board configurations.	1.2. Walkthrough reports.
			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
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</b>			2.1. Lack of time for remediation and/or enrichment.	2.1. Florida Continuous Improvement Model Implementation, focusing on utilizing disaggregated data.	2.1. Principal, Assistant Principal, Department Chair.	2.1. Monthly Department Meetings	2.1. Weekly Focus Assessments
Geometry Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Provide rigorous course offerings in math to prepare students for college level work and provide	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.

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opportunities to take coursework at UF and Santa FE colleges for more advanced math <i>Enter narrative for the goal in this box.</i>		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
<b>3A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2011-2012</b>						
	Geometry Goal #3A: <i>Enter narrative for the goal in this box.</i>						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</b>			3B.1 The mobility rate of our population has been steadily increasing recently.	3B.1. <b>Tier 1:</b> Identify the needs by reviewing assessment data for all students within the bottom quartile. Plan differentiated instruction using researched-based interventions	3B.1. Principal, Assistant Principal, Math Department Chair	3B.1. Math department will review results of On Track assessment data every quarter to determine progress toward Benchmark as well as mini grade assessments.	3B.1. Common assessments tied to the Sunshine State Standards Benchmarks on mini-grade level tests given weekly
Geometry Goal #3B: Provide extra support for struggling students in the lowest quartile so that they can successfully complete the math courses required for graduation. <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance: <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance: <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
			3B.2 Same as above.	3B.2. <b>Tier 2:</b> Plan supplemental instruction/interventions for students not responding to core instruction. Focus of instruction is determined	3B.2. Principal, Assistant Principal, Math Department Chair	3B.2. Department will review results of ON Track assessment data every four weeks to determine progress toward Benchmark with 75% passing grade on	3B.2. Common assessments tied to the FCAT Benchmarks on mini-grade level tests given weekly

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			by review of common assessment data and will include explicit instruction, guided practice, independent practice, and use of all modalities. Supplemental instruction is provided in addition to core instruction.		common assessment and grade level team results of common assessment data.	
		3B.3 Same as above.	3B.3. <b>Tier 3:</b> Plan targeted intervention for students who are not responding to core plus supplemental instruction using problem solving process. Interventions will be matched to individual student needs, be evidenced-based, and provided in addition to core instruction.	3B.3 Rtl Leadership Team	3B.3. Grade level teachers will review results of common assessment data bi-weekly to determine progress toward Benchmark with 75% common assessment.	3B.3. Common assessments tied to the FCAT Benchmarks on mini-grade level tests given weekly.

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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
<b>3C. English Language Learners (ELL) not making satisfactory progress in Geometry.</b>			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
<b>Geometry Goal #3C:</b> <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b> <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b> <i>Enter numerical data for expected level of performance in this box.</i>					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.</b>			3D.1. Incoming SWD historically have had more contact hours with ESE teachers and when they come to high school parents want them to be mainstreamed causing a large gap in the student's preparedness for high school curriculum.	3D.1. <b>Tier 1:</b> Identify the needs by reviewing assessment data for all students within the bottom quartile. Plan differentiated instruction using researched-based interventions.	3D.1. Principal, Assistant Principal, Math Department Chair, ESE Staffing Specialist	3D.1. Math department will review results of On Track assessment data every quarter to determine progress toward Benchmark as well as mini grade assessments.	3D.1. Common assessments tied to the EOC Benchmarks on mini-grade level tests given weekly
<b>Geometry Goal #3D:</b> Provide extra support in math courses for students with disabilities by utilizing the co-teach model in their math classes and extra support in learning strategies classes. <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b> <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b> <i>Enter numerical data for expected level of performance in this box.</i>					
			3D.2. Same as above.	3D.2. <b>Tier 2:</b> Plan supplemental instruction/interventions for students not responding to core instruction. Focus of instruction is determined by review of common assessment data and will include explicit instruction,	3D.2. Principal, Assistant Principal, Math Department Chair, ESE Staffing Specialist	3D.2. Department will review results of ON Track Assessment data every four weeks to determine progress toward Benchmark with 75% passing grade on common assessment.	3D.2. Common assessments tied to the FCAT Benchmarks on mini-grade level tests given weekly.

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			guided practice, independent practice, and use of all modalities. Supplemental instruction is provided in addition to core instruction.			
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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	
<b>3E. Economically Disadvantaged students not making satisfactory progress in Geometry.</b>		3E.1. Generally these students have a disadvantage in technology resources for education purposes outside the school environment.	3E.1. <b>Tier 1:</b> Identify the needs by reviewing assessment data for all students within the bottom quartile. Plan differentiated instruction using researched-based interventions.	3E.1. Principal, Assistant Principal, Math Department Chair	3E.1. Math department will review results of On Track assessment data every quarter to determine progress toward Benchmark as well as mini grade assessments.	3E.1. Common assessments tied to the FCAT Benchmarks on mini-grade level tests given weekly	
Geometry Goal #3E:	2012 Current Level of Performance:*						2013 Expected Level of Performance:*
Provide extra support within the classroom and after school through tutoring sessions to help economically disadvantaged students increase their achievement level in math. <i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>						<i>Enter numerical data for expected level of performance in this box.</i>
		3E.2. Same as above.	3E.2. <b>Tier 2:</b> Plan supplemental instruction/interventions for students not responding to core instruction. Focus of instruction is determined by review of common assessment data and will include explicit instruction, guided practice, independent practice, and use of all modalities. Supplemental instruction is provided in addition to core instruction.	3E.2. Principal, Assistant Principal, Math Department Chair	3E.2. Department will review results of ON Track Assessment data every four weeks to determine progress toward Benchmark with 75% passing grade on common assessment.	3E.2. Common assessments tied to the FCAT Benchmarks on mini-grade level tests given weekly.	
		3E.3. Same as above.	3E.3. <b>Tier 3:</b> Plan targeted intervention for students who are not responding to core and/or supplemental instruction using problem solving process. Interventions will be matched to individual student needs, be evidenced-based, and provided in addition to core instruction.	3E.3. RtI Leadership Team	3E.3. Grade level teachers will review results of common assessment data bi-weekly to determine progress toward Benchmark with 75% common assessment.	3E.3. Common assessments tied to the FCAT Benchmarks on mini-grade level tests given weekly.	



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*End of Geometry EOC Goals*

**Mathematics Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b>						
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
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Effective implementation of the Instructional Focus Calendar	9 <sup>th</sup> -10 <sup>th</sup>	Math Department Chair	Math Department	Weekly Meetings, before school	Classroom visits, Documentation in lesson plans	Principal, Assistant Principal, Math Department Chair
Differentiated Instruction	All Grades	Assistant Principal. Math Department Chair, in-house teacher facilitator	Math Department	Before School	District and school leadership will conduct targeted walkthroughs to monitor effectiveness of differentiated instruction training.	Principal, Assistant Principal, Math Department Chair, District Math Supervisor
Effective use of all modalities and hands-on manipulatives.	All Grades	Assistant Principal. Math Department Chair, in-house teacher facilitator, District training	Math Department	Monthly Math Dept. Meetings	District and school leadership will conduct targeted walkthroughs to monitor effectiveness of differentiated instruction training	Principal, Assistant Principal, Math Department Chair, District Math Supervisor
Textbook Trainings	All Grades	District	Math Department	Summer Trainings, others as needed.	District and school leadership will conduct targeted walkthroughs to monitor effectiveness series.	Principal, Assistant Principal, Math Department Chair, District Math Supervisor

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**Mathematics Budget** (Insert rows as needed)

*End of Mathematics Goals*

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	Available Amount
FCIM	Manipulatives and various other math supplies and hands on material	General School Funds	\$0
			<b>Subtotal: \$0</b>
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
FCIM	Smartboards Elmos LCD projectors Interactive white boards	AP Money	\$2,000
			<b>Subtotal: \$2,000</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Visiting other classrooms to watch instruction	Coverage for Subs for professional Development	General School Funds	\$600
FCIM Data Analysis Meetings	N/A	N/A	N/A
			<b>Subtotal: \$600</b>
Other			
Strategy	Description of Resources	Funding Source	Available Amount
N/A	N/A	N/A	N/A
			<b>Grand Total: \$2.600</b>

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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]).

<b>High School Science Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Science Goal #1:</b> Enter narrative for the goal in this box.	<b>2012 Current Level of Performance:*</b> Enter numerical data for current level of performance in this box.	<b>2013 Expected Level of Performance:*</b> 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
<b>2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
<b>Science Goal #2:</b> Enter narrative for the goal in this box.	<b>2012 Current Level of Performance:*</b> Enter numerical data for current level of performance in this box.	<b>2013 Expected Level of Performance:*</b> 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*

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

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

**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]).

<b>Biology 1 EOC Goals</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>1. Students scoring at Achievement Level 3 in Biology 1.</b>			1.1. Difficulty applying learned knowledge to test setting.	1.1. Utilize hands on laboratory experiments	1.1. Principal, Assistant Principal, Department Chair	1.1. Observations and classroom walkthroughs will be used to assess if lab experiments are being implemented and lesson plans are according to scope and sequence.	1.1. Teacher made assessment tests throughout the year monitoring progression of skills needed for success on the EOC test.
Biology 1 Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Students taking biology will pass the EOC exam for that course and will earn credit for that course. <i>Enter narrative for the goal in this box.</i>	55%	60%					
			1.2. Students were not held personally accountable for FCAT science scores and therefore may have the same mentality towards the new science test	1.2. Teachers need to impress on students the importance of the EOC test and to dispel mentality that it does not count.	1.2. Principal, Assistant Principal, Department Chair	1.2. Observations and classroom walkthroughs will be used to assess if lab experiments are being implemented and lesson plans are according to scope and sequence.	1.2. Teacher made assessment tests throughout the year monitoring progression of skills needed for success on the EOC test.
			1.3. Not all students follow a rigorous science track in high school.	1.3. Schedule more students into the higher level science class track needed for graduation.	1.3. Principal, Assistant Principal, Department Chair, Guidance counselors	1.3. Observations and classroom walkthroughs will be used to assess if lab experiments are being implemented and lesson plans are according to scope and sequence.	1.3. Teacher made assessment tests throughout the year monitoring progression of skills needed for success on the EOC test.
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.</b>			2.1 Minority and all sub-groups are underrepresented in the more rigorous science	2.1. Guidance counselors and science teachers need to encourage students to sign up for	2.1. Principal, Assistant Principal, Department Chair, Counselors	2.1. The number of minority and all other sub-groups of students enrolled in rigorous	2.1. Improvement on the AP scores and high school transcripts and EOC test. science classes will
Biology 1 Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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Offer rigorous courses in biology, chemistry, physics and increase membership in the advanced placement courses. <i>Enter narrative for the goal in this box.</i>	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>		classes.	rigorous science classes.		
		2.2 Same as above	2.2 Provide relevant and real world, science experiences and engaging activities.	2. 2 Principal, Assistant Principal, Department Chair	2.2 Through labs, classroom walkthroughs and observations.	2.2 Improvement on the EOC test.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

*End of Biology I EOC Goals*

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

**Science Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
Florida's Continuous Improvement Model Training	9 <sup>th</sup> -10 <sup>th</sup>	District Specialist	PLC	Common planning time, Dept. Meetings	During the common planning time provided to teachers, data trends will be discussed and lesson plans will be developed.	Principal, Assistant Principal, Science Assistant Department Chair
Effective instruction using the Rigor and Relevant concepts, Webb's Depth of Knowledge	9 <sup>th</sup> -10 <sup>th</sup>	District Specialist	PLC, School-wide	Common planning time, Dept. Meetings	Assistant principal will attend training and ensure strategies are implemented.	Assistant Principal

**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 Sources	Available Amount
Providing differentiated instruction in classrooms	Lab Materials Manipulatives	School Fund	\$1,000
			<b>Subtotal: \$0</b>
Technology			
Strategy	Description of Resources	Funding Sources	Available Amount
Include more technology in biology classes.	Smart boards	School Funds	Already available
			<b>Subtotal: \$0</b>
Professional Development			
Strategy	Description of Resources	Funding Sources	Available Amount
Differentiating Instruction	District Personnel	N/A	Already Available
			<b>Subtotal: \$1000</b>
Other			

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Strategy			
N/A	N/A	N/A	N/A
			<b>Grand Total: \$1000</b>

*End of Science Goals*



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

**Writing Goals**

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b>			1A.1 Providing the rigor necessary to challenge students to grow academically.	1A.1 Students will use the writing process weekly; portfolios will be kept on each student for ease of monitoring of growth over time.	1A.1. Principal, Assistant Principal, Reading Department Chair/coach, Literacy team	1A.1 Use of the portfolio management system the principal can monitor progress through walkthroughs.	1A.1 Progress between the present prompt and the midyear prompt in the portfolio.
<b>Writing Goal #1A:</b> Students will have the opportunity to demonstrate writing skills in all subjects across the curriculum. <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b> 92% 444/484 <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b> 97% <i>Enter numerical data for expected level of performance in this box.</i>					
			1A.2. Lack of writing expectations across the curriculum.	1A.2. The revision and editing process will be taught and seen in student writing drafts during the first nine weeks.	1A.2. Principal, Assistant Principal, Reading Department Chair	1A.2. Team Leader will monitor revision and editing process by reviewing student drafts.	1A.2. Progress between the present prompt and the mid-year prompt as seen in portfolio.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
<b>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b>			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<b>Writing Goal #1B:</b> <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level of Performance:*</b> <i>Enter numerical data for current level of performance in this box.</i>	<b>2013 Expected Level of Performance:*</b> <i>Enter numerical data for expected level of performance in this box.</i>					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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**Writing Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
Teaching the use of revision and editing strategies.	9 <sup>th</sup> -11 <sup>th</sup>	Reading Coach, District Language Arts Supervisor, Department Chair	All 9 <sup>th</sup> -10 <sup>th</sup> grade teachers, 11 <sup>th</sup> grade teachers of Intensive Reading courses	Monthly FCIM	Monitor student writing portfolios, notebooks, or journals. Students will make revisions and edit so that their self-correcting behavior can be easily monitored.	Principal, Assistant Principal, Language Arts Department Chair, Team Leader

**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
FCIM	Data Notebooks, District Personnel	N.A	N/A
			<b>Subtotal: \$0</b>
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Differentiating Instruction	District Personnel	N/A	N/A
			<b>Subtotal: \$0</b>
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount

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			<b>Subtotal:</b>
			<b>Total:\$0</b>

*End of Writing Goals*

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

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

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

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**Civics Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total:</b>

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*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
<b>1. Students scoring at Achievement Level 3 in U.S. History.</b>			1.1.	1.1.	1.1.	1.1.	1.1.
U.S. History Goal #1: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
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
<b>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</b>			2.1.	2.1.	2.1.	2.1.	2.1.
U.S. History Goal #2: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.



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**U.S. History Professional Development**

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

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

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

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*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]).

<b>Attendance Goal(s)</b>			<b>Problem-solving Process to Increase Attendance</b>				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Attendance</b>			1.1. High mobility rate of our general population.	1.1. Monitor student tardies and absences, conferencing with students that have high absenteeism.	1.1. Principal, Assistant Principals, Guidance Counselors	1.1. Positive Behavior Support Model	1.1. Infinite Campus Reports
<b>Attendance Goal #1:</b>	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
Increase student engagement by offering more in school and after school clubs or interest areas and raise expectations for achievement so that students will want to attend school regularly.	93.45% (1869)	96% (1920)					
<i>Enter narrative for the goal in this box.</i>	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	81	75					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	565	400					
			1.2.	1.2. Positive Behavior Support (PBS) Model	1.2. PBS team	1.2. PBS Monthly Meetings	1.2. Infinite Campus
			1.3.	1.3. Hold EPT's for truant students	1.3. Assistant Principal	1.3. Using District Data	1.3. Infinite Campus

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**Attendance Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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 Support Model	9 <sup>th</sup> -12 <sup>th</sup>	District	PBS School Team (Assistant Principal, 9 <sup>th</sup> grade teachers)	As needed	Monthly administration meetings	Assistant Principal, District Teacher Specialist

**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
PBS	District Support	General School Funds	\$0
			<b>Subtotal: \$0</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
PBS	District Support		
			<b>Subtotal: \$0</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:\$0</b>
			<b>Total:\$0</b>

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*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)).

<b>Suspension Goal(s)</b>			<b>Problem-solving Process to Decrease Suspension</b>				
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
<b>1. Suspension</b>			1.1. Continued emphasis this school year on adopted District Uniform Policy, tardies, and zero-tolerance for bullying and disrespect may contribute to their lack of motivation to attend school.	1.1. Conference with students receiving high number of referrals, hold EPT’s on students who are disruptive, and have the Student Services team meet bimonthly to monitor and discuss individual students.	1.1. School Staffing Specialist	1.1. District reports	1.1. Infinite Campus
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
	424	382					
To decrease the number of suspensions from last year by 10%.	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	210	189					
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	165	148					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
	96	86	1.2.	1.2. Creative step between ISS and OSS.	1.2. Assistant Principal	1.2. District Reports	1.2. Infinite Campus
			1.3.	1.3.	1.3.	1.3.	1.3.

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**Suspension Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
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
Assertive Discipline	All	Administration	All	Faculty Meetings	Monitor referral reports	Administration, Staffing Specialist

**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
Assertive Discipline	Already Purchased	N/A	N/A
PBS	Data Reports	N/A	N/A
			<b>Subtotal: \$0</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Assertive Discipline—individual teachers/departments	Already purchased	N/A	N/A
PBS—staff training	N/A	N/A	N/A
			<b>Subtotal: \$0</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:\$0</b>
			<b>Total:\$0</b>

*End of Suspension Goals*

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**Dropout Prevention Goal(s)**

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

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

Dropout Prevention Goal(s)		Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<b>1. Dropout Prevention</b>		1.1 N/A	1.1. Adult-Ed Program	1.1.Principal, Assistant Principal of Curriculum	1.1. Monitoring the number of students participating in the programs and earning credits.	1.1. Graduation Rate
Dropout Prevention Goal #1:  To increase the graduation rate by 5% by decreasing the number of students who drop out.  <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year. (Not posted until Dec 2012)</i>	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*				
	N/A					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*				
	N/A					
		1.2. N/A	1.2. CROP	1.2.Principal, Assistant Principal of Student Services	1.2. Monitoring the number of students participating in the programs and earning credits.	1.2. Graduation Rate
		1.3.	1.3.	1.3.	1.3.	1.3.

**Dropout Prevention Professional Development**

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

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		PLC Leader	school-wide)	meetings)		
Positive Behavior Support Program	9-12	Assistant Principal	School wide for teachers	Once a month	Review Infinite Campus Data	Assistant Principal
Literacy Team	9-12	Reading Coach	School wide for teachers	Once a month	Review Infinite Campus Data	Assistant principal
Book Studies	9-12	Reading Coach	School wide for teachers	Once a month	Review Infinite Campus Data	Assistant Principal

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**Dropout Prevention Budget** (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
In-services for Dean's Office	Books	N/A	\$200
			<b>Subtotal: \$200</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:\$200</b>
			<b>Total:\$200</b>

*End of Dropout Prevention Goal(s)*

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**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
<b>I. Parent Involvement</b>			1.1. Due to the economy, many more parents have less time to volunteer since they are going back to work.	1.1. Improve school web site.	1.1.School technology coordinator	1. Survey parents at the end of December classes and the beginning of second semester classes.	1.Climate Survey
<b>Parent Involvement Goal #1:</b> To increase involvement of parents by higher attendance at open houses, higher rate of return on Climate surveys, more participation in SAC, increased membership in the PTSA, and increase the number of volunteer hours. <i>Enter narrative for the goal in this box.</i>  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	<b>2012 Current Level of Parent Involvement:*</b> 50% completed the Climate Survey	<b>2013 Expected Level of Parent Involvement:*</b> 55% completion of the Climate Survey	1.1.	1.1.	1.1.	1.1.	1.1.
			1.2.	1.2. Open parent portal so parents have access to students' grades, attendance and assignments	1.2. APC	1.2. Survey parents at the end of December classes and the beginning of second semester classes.	1.2.Climate Survey
			1.3.	1.3 Send home a quarterly newsletter and increase the use of PhoneHome.	1.3. APC	1.3.Climate Survey	1.3.Increase phone home communication
				1.4. Encourage teachers to develop classroom websites which are continually updated for parents to	1.4.APC	1.4. Survey parents at the end of December classes and the beginning of second semester classes.	1.4.

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**Parent Involvement Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b>						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PTSA School Volunteer Program	All	PTSA President, Assistant Principal, Volunteer Coordinator	All interested teachers, parents, and students	First month of school and on going through the year	Survey the parents on the Climate Survey	Activities Director

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**Parent Involvement Budget**

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Increase methods for communicating with families	In house materials, phone communication system, new text information system from outside company, technology coordinator and the web site.	School Funds	\$500
			<b>Subtotal:\$500</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
			<b>Total: \$500</b>

*End of Parent Involvement Goal(s)*

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:					
<b>STEM Goal #1:</b>  <b>To increase collaboration between our National Champion Math team with our Science and Technology Departments. Also to collaborate with the University of Florida Engineering Department to establish a Robotics Team, SECME club, and partnering for student outreach.</b>	1.1. Being able to sync schedules in order for teaming and collaboration. Providing time for teachers, students, and UF professors.....providing the physical and financial resources to establish the Robotics team.	1.1 Provide common planning. Offer a stipend to teachers and professors that participate. Contact financial resources, i.e. sponsors.	1.1. Principal, Assistant Principal, Professors, Teachers	1.1. Progress monitoring	1.1. State and National STEM standards.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

**STEM Professional Development**

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM	9-12	Randy Scott Melissa Berryman Valerie Freeman	Science, Math, and Technology Teachers	August 2013	Progress Monitoring through data collection	Randy Scott, APA

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**STEM Budget (Insert rows as needed)**

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

*End of STEM Goal(s)*

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**Career and Technical Education (CTE) Goal(s)**

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of school data, identify and define areas in need of improvement:  CTE Goal #1:  <i>Enter narrative for the goal in this box.</i>	1.1.	1.1.	1.1.	1.1.	1.1.
	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
			<b>Subtotal:</b>
Technology			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:</b>
Other			
Strategy	Description of Resources	Funding Source	Amount
			<b>Subtotal:\$0</b>
			<b>Total:\$0</b>

*End of CTE Goal(s)*

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**Additional Goal(s)**

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

<b>Additional Goal(s)</b>			<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>1. Additional Goal</b>			1.1.	1.1.	1.1.	1.1.	1.1.
<b>Additional Goal #1:</b>  <i>Enter narrative for the goal in this box.</i>	<b>2012 Current Level :*</b>  <i>Enter numerical data for current goal in this box.</i>	<b>2013 Expected Level :*</b>  <i>Enter numerical data for expected goal in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

**Additional Goals Professional Development**

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

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

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

*End of Additional Goal(s)*

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**Final Budget** (Insert rows as needed)

Please provide the total budget from each section.	
<b>Reading Budget</b>	<b>Total:\$1000</b>
<b>CELLA Budget</b>	<b>Total:\$0</b>
<b>Mathematics Budget</b>	<b>Total:\$2600</b>
<b>Science Budget</b>	<b>Total:\$0</b>
<b>Writing Budget</b>	<b>Total:\$0</b>
<b>Civics Budget</b>	<b>Total:\$0</b>
<b>U.S. History Budget</b>	<b>Total:\$0</b>
<b>Attendance Budget</b>	<b>Total:\$0</b>
<b>Suspension Budget</b>	<b>Total:\$200</b>
<b>Dropout Prevention Budget</b>	<b>Total:\$500</b>
<b>Parent Involvement Budget</b>	<b>Total:\$0</b>
<b>STEM Budget</b>	<b>Total:\$0</b>
<b>CTE Budget</b>	<b>Total:\$0</b>
<b>Additional Goals</b>	<b>Total:\$0</b>
	<b>Grand Total:\$4300</b>

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**Differentiated Accountability**

**School-level Differentiated Accountability (DA) Compliance**

Please choose the school’s DA Status. (To activate the checkbox: 1. Double click the desired box; 2. When the menu pops up, select *Checked* under “Default value” header; 3. Select *OK*, this will place an “x” in the box.)

School Differentiated Accountability Status		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent

Are you reward school?  Yes  No

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

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

**School Advisory Council (SAC)**

*SAC Membership Compliance*

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

Yes  No

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

Describe the activities of the SAC for the upcoming school year.

The School Advisory Council plays an important and active role in all the successes of Buchholz High School. Below are some of the functions of our SAC:

- Assists the school in the writing of the School Improvement Plan
- Analyze data from the Climate Survey and give input on how to meet the needs that are identified
- Will receive quarterly updates on the implementation of the SIP and make necessary updates.
- Will review school performance data and determine causes of low performance.
- Support the principal in helping with class size amendment caps.

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- Support the principal in his efforts to implement strategies to make AYP with subgroups that previously have not.
- Support the principal with funds for additional resources for all students to achieve proficiency on the FCAT.

Describe the projected use of SAC funds.	Amount
Reading Coach 2 Periods	\$21,580
Dean 2.5 Periods	\$22,062
Band 2 Periods	\$16,000
Guidance 3 Periods	\$20,877
TOTAL 10.5 Periods	\$80,519



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