Florida Department of Education

School Improvement Plan (SIP) for PHS
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Pasco High School	District Name: District School Board of Pasco County
Principal: Patrick Reedy	Superintendent: Heather Fiorentino
SAC Chair: Doug Johnson	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.
School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
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

Highly Effective Administrators

List your school's highly effective 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	Patrick Reedy	Educational Leadership; Physical Education (K-12); School Principal (all levels)	13	27	2012 N/A – PHS 2011 A – PHS 2010 B – PHS 2009 C – PHS 2008 B – PHS
Assistant Principal	Norman Brown	Educational Leadership: Psychology (6-12)	11	17	2012 N/A – PHS 2011 A – PHS 2010 B – PHS 2009 C – PHS 2008 B – PHS 2007 C – PHS 2006 D – PHS
Assistant Principal	Jennifer Ingersoll	Educational Leadership; Mathematics (6-12)	3	3	2012 N/A – PHS 2011 A – PHS 2010 B – PHS 2009 C – PHS

Assistant Principal	Kari Kadlub	Educational Leadership; SLD (K-12)	2	4	2012 N/A – PHS 2011 A – WRHS 2010 B –WRHS 2009 C – ZHS

Highly Effective Instructional Coaches

List your school's highly effective 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 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)
K-12 Literacy Coach	Dr. Jill Mink	Doctorate in Reading Education (K-12); Elementary Education (1-6); ESOL Endorsement	9	17	2012 N/A – PHS 2011 A – PHS 2010 B – PHS 2009 C – PHS 2008 B – PHS 2007 C – PHS 2006 D – PHS

Highly Effective Teachers

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

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Professional Development as needed	Career Specialist, K-12 Literacy Coach, Administrators	June 2013	
2. Mentoring	Administrators, Department Heads	June 2013	
3. CAR-PD Reading	K-12 Literacy Coach	June 2013	
4. Curriculum Focused TEAM Meetings	Principal, FOCUS Team, K-12 Literacy Coach	June 2013	
5. Lead Literacy Team	Administrators, Literacy Coach	June 2013	
6. LFS Strategies/CRISS Strategies	Administrators, Department Heads, K-12 Literacy Coach,	June 2013	
7. The Art and Science of Teaching – Robert J. Marzano (Domains 1- 4)	Administrators, Department Heads, K-12 Literacy Coach, FOCUS Team	June 2013	
8. Reflective Practice to Improve Schools – Jennifer Worth-Barr, et.al.	Administrators, Department Heads, K-12 Literacy Coach, FOCUS Team	June 2013	

Non-Highly Effective Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly effective.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective
Stephanie Reed	Elementary Education K-6, English 6-12. ESOL K-12	English 1, English 4, AP Art History	Taking the Humanities Subject Area exam to become Highly Effective for the AP Art History class
Heather Vaughn	Physical Education K-12	Intensive Reading	Taking the required Intensive Reading courses to become fully certified in Intensive Reading

Chelsea Rose	Mathematics 6-9, ESE K-12, Biology 6-12, and Art K-12	Mathematics 6-12	Taking the Mathematics Subject Area exam to become Highly Effective in her teaching assignment

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
98	9% (9)	22% (22)	36% (36)	33% (33)	37% (37)	0% (0)	19% (19)	2% (2)	20% (20)

Teacher Mentoring Program

Please describe the school's teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Tara Wood	Carolyn Calcetarra	Experienced in Technology	Observations, Conferences

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

Gwynedolyn Ellis	Wayne Mazza	Dept Head-CCTE	Observations, Conferences
Gwynedolyn Ellis	Rich Catozzi	Dept Head-CCTE	Observations, Conferences
Tom McHugh	Brian Colding	Experienced in PE	Observations, Conferences
Vance Scheer	Carleen Gerald	Dept Head-Eng	Observations, Conferences
Grant Yopung	Kathleen Catozzi	Dept head	Observations, Conferences
Carol Stout	Chad Greatorex	Experienced in Math	Observations, Conferences
Jill Mink	Teena Watson	Reading Coach	Observations, Conferences
Linda Rockwell	Heather Vaughn	Experienced in Reading	Observations, Conferences
Jamie Dombroski	Torrina Mauradian	Expeienced in Social Studies	Observations, Conferences
Mike Liptak	Emily Kokol	Expeienced in Social Studies	Observations, Conferences

Chandra Hayes	Abigail Greek	Senior Counselor	Observations, Conferences
Jill Mink	Melissa Condit	Reading Coach	Observations, Conferences
Becky Johnson	Jenna Schultz	Dept Head	Observations, Conferences
Becky Johnson	Mike Bailey	Dept Head	Observations, Conferences
Stephanie Reed	Antonia Weissbein	Experienced in English	Observations, Conferences

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
Not Applicable
Title I, Part C- Migrant
Not Applicable
Title I, Part D
Not Applicable

Title II
Not Applicable
Title III
Not Applicable
Title X- Homeless
Not Applicable
Supplemental Academic Instruction (SAI)
Not Applicable
Violence Prevention Programs
Not Applicable
Nutrition Programs
Not Applicable
Housing Programs
Not Applicable
Head Start
Not Applicable
Adult Education
Not Applicable
Career and Technical Education
Not Applicable
Job Training
Not Applicable
Other
Not Applicable

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team.

Patrick Reedy, Principal

Norman Brown, Assistant Principal

Jennifer Ingersoll, Assistant Principal

Kari Kadlub, Assistant Principal

Chandra Hayes, Guidance Counselor

Rebecca Johnson, ESE Department Chair

Jack Payne, Student Behavior Specialist

Christina Leon, School Psychologist

Melba Hoover, Social Worker

Jill Mink, Literacy Coach, Intensive Reading Department Chair

Alicia Vega, Dropout Prevention Specialist

Christina Page, Basic Ed Teacher

Margaret Polk, School Nurse

Jamie Dombroski, Basic Ed. Teacher

Irene Salazar, Basic Ed. Teacher

Vance Sheer, Basic Ed. Teacher

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 MTSS Leadership Team helps to promote MTSS efforts by making connections with formative common assessments, common syllabus, common curriculum planning, CRISS strategies, LFS strategies, NGSSS curriculum, Common Core curriculum, and "Art and Science of Teaching" strategies throughout the following teams and committees:

- Department-Focused Teams

- Curriculum-Focused Teams (PLC's)

- F.A.S.T. Team and F.O.C.U.S. Team (Leadership teams)

- School Improvement Plan Team

- 9th Grade Committee

- Lead Literacy Team

- Data Analysis Team

- School Improvement Plan Team

- SAC committee

- Technology Committee

- Attendance Committee

- Discipline Committee

- TLC Meetings (Lunch and Learns)

- Mentoring Teams

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

The school-based MTSS Leadership Team met together regularly with the F.A.S.T. Team, the School Improvement Plan team, and the Data Analysis team to collect data, discuss the results, and put the goals, objectives, barriers and strategies into writing on the School Improvement Plan. The MTSS team was directly responsible for providing attendance data, student behavior data, student AYP data, school profile data, student graduation rates and dropout rates, and at-risk student lists.

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. ● Pasco STAR for FCAT/EOC scores and behavior reports. ● TERMS for FCAT/EOC scores and behavior reports. ● CORE K12 Scores ● eSembler for grades and student progress. ● Filemaker Pro "PS/RtI Opener" for grades, FCAT/EOC scores, behavior reports and student progress as well as student placement into MTSS tiers. ● "Early Warning System" rubric to identify at-risk students for each tier in RtI.
Describe the plan to train staff on MTSS. Since we are still in the process of implementation, we want to encourage communication and working together as a team. We will begin by giving the staff an overview of the school data and school profile. We will also have the school tech specialist continue to train teachers in the use of Pasco STAR, eSembler and Filemaker Pro so they are comfortable with finding and collecting data. Throughout the 1st semester, teachers and instructional staff will analyze data both individually and in groups. The staff will continue to incorporate this information into their Individual Professional Development Plans (IPDP's). Also, the foundational concepts of MTSS will be shared in the school Curriculum-Focused Team Meetings that involve all instructional staff, TLC (Teaching and Learning with a Common Goal) lunch meetings that are optional for all instructional staff, and Department-Focused Team Meetings that include all teachers. We will also continue the Student Mentoring Program for 9th and 10th grade students with academic and behavior needs that we will identify using the RtI Early Warning System Rubric. The MTSS team members will train teachers and staff who will be mentoring these students throughout the year.
Describe plan to support MTSS. The MTSS team members will continuously monitor teachers and staff through observations, surveys, and data collection. Meetings and professional development will be provided in order to support teachers throughout the year. Common Planning and Common Assessment are the major focuses for the MTSS team and trainings will be provided regularly during Curriculum Focused T.E.A.M. Meetings.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Patrick Reedy, Principal

Norm Brown, Assistant Principal

Kari Kadlub, Assistant Principal

Jennifer Ingersoll, Assistant Principal

Tom McHugh, Athletic Director

Don Charlick, Science Department Chair

Gwyne Ellis-Powers, CTE Department Chair

Rebecca Johnson, ESE Department Chair

Lonnie Smith, Social Studies Department Chair

Vance Scheer, English Department Chair

Grant Young, Math Department Chair

Debbie Neel, Foreign Language Department Chair

Jill Mink, K-12 Literacy Coach & Reading Department Chair

Louise Roberts, Technology Specialist

Tara Wood, Media Specialist

Cindy McCarthy, SSAP Specialist

Mignon Edwards, Career Resource Specialist

Chandra Hayes, Guidance Department Chair

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

The LLT is a part of the school F.A.S.T. Team (Leadership Team), F.O.C.U.S. Team, and Curriculum-Focused Team and the members meet about once a month. The role of the LLT is to focus on reading comprehension by providing professional development for teachers in Curriculum Focused meetings and TLC meetings; to promote collaboration among teachers both vertically and horizontally within their fields of study; and to determine the staff development needs of teachers and plan implementation strategies. Finally, the LLT incorporates guiding principles to the school staff and students that encompass compassion, honesty, respect, responsibility and trustworthiness.

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

- Furthering our efforts and proficiency in providing a relevant and rigorous curriculum in all areas that address students learning needs, focusing specifically on their literacy needs via student engagement, through differentiation, collaboration, vocabulary development and higher order thinking skills (extending and refining). We will use the following theme to keep us focused: "No Pieces Left Behind" and the acronym P.A.S.C.O. which stands for "Preparing All Students for Challenging Opportunities."

- Another major initiative is Common Planning and Common Assessment. The goal is for department teams to identify the key learning objectives for each unit of instruction, as well as the strategies to be utilized to meet the students' learning needs and agree on an assessment for the unit that will illustrate the level of students learning for each objective.

- A third initiative will focus on ways to connect students to school opportunities both in and outside of the classroom.

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.

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.

Not Applicable

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

Learning Focused Strategies (LFS) and CRISS strategies are infused into all lesson plans and classroom instructional delivery methods since the Curriculum-Focused theme for this school year is "Student Engagement." The Student Achievement Coaches for ESE and Basic teach Intensive Reading classes as a model for others. The K-12 Literacy Coach also teaches reading daily in the In-School-Suspension classroom. Teachers will use FAIR and CORE K-12 test results from their students in order to analyze and utilize their baseline data to drive instruction in their classes throughout the year. The School Improvement Plan addresses this area and states that teaching reading is a part of every teacher's responsibility. All teachers infuse reading into their lessons by implementing strategies that are delivered by administrators, student achievement coaches and other leadership team members from the Curriculum Focus Team. The CRISS, Learning Focused Strategies meetings, and TLC meetings have all contributed greatly to school improvement efforts and have become a regular part of daily instruction.

High Schools Only

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

Note: Required for High School-Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Pasco High School offers many CCTE classes and Academy classes. The various courses offered to students are geared toward their goals, interests, and talents. All tenth graders take the PLAN test that involves participating in an extensive career interest inventory program. College-bound students can take Honors, AP, and Dual Enrollment courses. Furthermore, AP students have the opportunity to take AP exams for college credit. Career-oriented students have the opportunity to pursue Health Occupations, Business, DCT, Agriculture, Electricity and On-The-Job programs that lead to employment after high school graduation. The students interested in the military can take NJROTC classes that give them an idea of military procedures and policies. Additionally, students participating in sports programs have the opportunity to be recruited and given scholarships to higher education institutions because of their talent. At the beginning of each school year, each student is required to register and create an account in ePep and facts.org as a part of their guidance program to enhance their knowledge of their goals, interests, and talent.

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?

At the beginning of each school year, each student is required to register and create an account in ePEP and facts.org as a part of their guidance program to enhance their knowledge of their goals, interests, and talent. Students are also introduced to facts.org activities relating to their current grade:

- 9th grade: CHOICES Interest Inventory, AVID Program

- 10th grade: PLAN test and follow up, AVID Program

- 11th grade: PSAT test, ACT/SAT test, PERT test

- 12th grade: Post Grad Plans

Furthermore, 11th and 12th grade students are given the opportunity to take the ASVAB test and the My Florida Ready to Work exams.

Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.

Students have access to the Career Resource Center that provides the following information: Careers, Employability Skills, Technical Schools, Two year colleges, Four year colleges, Military, and Scholarships. The Career Resource Specialist visits classrooms and meets with potential graduates on a regular basis to ensure students are aware of resources available for test preparation. Students have access to the following test prep opportunities via a career resource computer lab: testGEAR, Learning Express, Accuplacer, and My Florida Ready to Work. Representatives from the local colleges and community colleges will visit the school on a regular basis to answer questions, provide catalogs and other postsecondary literature, and help students prepare for the transition from high school to college.

The PERT test is required for Juniors to assess College Readiness and to help students qualify for dual enrollment classes at PHCC. SAT/ACT testing is held at the school once a month and guidance counselors facilitate the registration process as well as the paperwork for fee waivers for low-income students. PLAN/PSAT tests are administered to all interested students once a year. ESE transition information is also provided for students and parents as needed and CCTE programs along with OJT opportunities are made available to ESE students whenever possible.

PART II: EXPECTED IMPROVEMENTS
Reading Goals

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

Reading Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1a. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1a.1. Teacher motivation to apply what is learned from staff development into classroom instruction.	1a.1. Monthly staff development meetings will include Curriculum Focused, Teaching and Learning with a Common Goal (TLC) and Department meetings.	1a.1. Administrators, K-12 Literacy Coach, Career Specialist, Department Heads	1a.1. Teacher Feedback after Curriculum Focused and TLC meetings, Walkthroughs	1a.1. Survey, Ticket out the Door, Classroom Observations		

Reading Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
In 2013, 28% (119) of 9th grade students and 28% (106) of 10th grade students will score at Achievement Level 3 on FCAT 2.0 Reading							
	9th grade: 25% (95) in level 3 10th grade: 25% (89) in level 3.	9th grade: 28% (119) in level 3 10th grade: 28% (106) in level 3.					
		1a.2. Teachers giving up their planning period to observe colleagues.	1a.2. The Administration will provide opportunities for teachers to observe colleagues that demonstrate proficient utilization of best practices. Furthermore, the K – 12 Literacy Coach will utilize a "Model" approach in their classrooms for colleagues to observe.	1a.2. Administrators, K-12 Literacy Coach, Career Specialist, Department Heads	1a.2. Teacher survey, conversations/ discussions, curriculum focused meetings	1a.2. Observation Schedules, Visitor logs, model classroom teacher reports, meeting sign in sheets	

		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	
		Student attendance issues and lack of transportation from the after school academic support.	After school academic support and tutoring will be provided to assist students. Parents encouraged to carpool students.	Administrators, K-12 Literacy Coach, Career Specialist, Department Heads	Student grades and attendance reports	TERMS, eSembler	
1b. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in reading.**	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		

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

Reading Goal #1b: *Not applicable based on 2012 data.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Not applicable	*Not applicable*					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.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		

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

2a. **FCAT 2.0:** Students scoring at or above Achievement Levels 4 and 5 in reading.	2a.1. Time to do problem-based learning, Motivation	2a.1. Other content areas such as Science, Social Studies and electives will implement problem-based learning that incorporates reading, research, role play and student engagement. Intensive Reading teachers with 11th and 12th grade students will use the EyeQ program that trains students' eyes to focus on and scan reading passages effectively and efficiently.	2a.1. Administrators, Content area Department Chairs, Honors/AP course teachers, K-12 Literacy Coach	2a.1. Assessments, simulation performances, written work, college prep assessments, use of computers	2a.1. Rubrics, Performance-based testing, ACT/SAT/PERT scores, EyeQ results		
Reading Goal #2a: In 2013, 29% (119) of 9th grade students and 27% (106) of 10th grade students will score at or above Achievement Level 4 and 5 on FCAT 2.0 Reading	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	9th grade: 26% (98) in levels 4 and 5 10th grade: 24% (86) in levels 4 and 5.	9th grade: 29% (119) in levels 4 and 5 10th grade: 27% (106) in levels 4 and 5.				
		2a.2. Honors students not achieving to their potential.	2a.2. Implementation of AVID elective program for many 9th grade students that pushes them to move from level 3 to level 4 and 5 using multiple organizational and academic strategies. Also, the AVID program involves tutors twice a week from nearby colleges helping 9th grade students to understand assignments and study for tests in core academic classes. Finally, the addition of more AP classes for 10th grade students to take is meant to help challenge honors students in college-level courses.	2a.2. Administration, AVID elective teacher, AVID guidance counselor, AP teachers	2a.2. Students test scores and grades will improve and their involvement in honors/AP course work will increase.	2a.2. AVID Rubrics, Performance-based testing such as CORE K12, FCAT, EOC, AP scores etc.	
		2a.3	2a.3	2a.3	2a.3	2a.3	

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

2b. **Florida Alternate Assessment:** Students scoring at or above Level 7 in reading.	2b.1.	2b.1.	2b.1.	2b.1.	2b.1.		
Reading Goal #2b: In 2013, we will maintain 100% (7) of students scoring at or above Level 7 in Reading	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	100% (4) of students scored at or above Level 7	100% (7) of students will score at or above Level 7					
		2b.2.	2b2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3a. FCAT 2.0: Percentage of students making Learning Gains in reading.	3a.1. Lack of confidence Lack of test taking skills	3a.1. All teachers will consistently implement a variety of effective LFS/CRISS strategies and instructional best practices. Teachers will utilize available data via eSembler, Pasco Star, and FAIR to analyze and differentiate instruction. In addition, student engagement is the schoolwide focus for all teachers and staff.	3a.1. Administrators, Department Heads, teachers,	3a.1. Classroom walkthroughs/ teacher observations, assessment results, Extended School Day program (ESD)	3a.1. IPDP, FAIR scores, FCAT scores, surveys, ESD results		
Reading Goal #3a: In 2013, the percentage of students making learning gains in Reading will improve by 3% or more.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	Data not available at this time.	Data not available at this time.				
		3a.2. Attendance issues Behavioral issues	3a.2. Attendance will be strictly enforced using the ineligible list and referrals. Behavior will be monitored regularly and while bad behavior will be dealt with strongly, good behavior will be rewarded regularly.	3a.2. Attendance committee, Discipline committee	3a.2.	3a.2.
		3a.3.	3a.3.	3a.3.	3a..3.	3a.3.
3b. Florida Alternate Assessment: **Percentage of students making Learning Gains in reading.**	3b.1. Due to so many students performing at a level 9, it is difficult to maintain learning gains.	3b.1. Use Access curriculum with higher expectations for all grade levels	3b.1. Administrators, Alt Assessment Coordinator, IND Teacher, ESE Department Chair	3b.1. Student grades and test results	3b.1. Alternative Assessment data	

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

Reading Goal #3b:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
In 2013, we will maintain 100% (7) of students making learning gains in reading						
	100% (4) of students made learning gains in reading	100% (7) of students will make learning gains in reading				
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.
		3b.3.	3b.3.	3b.3.	3b.3.	3b.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	

4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.	4a.1. Low fluency rate Lack of comprehension Decoding difficulties History of failure Lack of support at home Attendance issues.	4a.1. Teachers will utilize differentiated instruction. Students will be grouped by interests, achievements, and ability levels to ensure fluid grouping practices. Intensive Reading teachers teaching Level 1 students will utilize the Read 180 Curriculum to increase student reading achievement.	4a.1. Administrators, K-12 Literacy Coach, and Reading/ESE department chairs	4a.1. Observations, increased student motivation through engagement, assessment results, Read 180 program	4a.1. FAIR scores, FCAT scores, Read 180 data, eSembler		
Reading Goal #4a: In 2013, students scoring in the lowest quartile in Reading will improve their FCAT proficiency by at least 3%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	Data not available at this time.	Data not available at this time.				
		4a.2. Low fluency rate, Lack of comprehension	4a.2. Teachers will match reading material to the students' reading level and review essential vocabulary.	4a.2. Administrators, K-12 Literacy Coach, ESOL Resource teacher, Reading/ ESE Department Chairs	4a.2. Observation, formative and summative assessments, student discussion	4a.2. FAIR scores, FCAT scores, eSembler	
		4a.3 Time for teachers to visit model classrooms and to meet together for common lesson planning.	4a.3. The Literacy Coach will model, co-teach, and support classroom teachers by helping with planning and delivery of instruction.	4a.3. Administrators, K-12 Literacy Coach	4a.3. Observations, Walkthroughs	4a.3. Observation sheet	

4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.		
Reading Goal #4b:

Not Applicable | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |
	Not Applicable	Not Applicable					
	4b.2.	4b.2.	4b.2.	4b.2.	4b.2.		
	4b.3	4b.3.	4b.3.	4b.3.	4b.3.		
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011	In 2011-12, the AMO is at least 49% of students will score at or above grade level in Reading.	In 2012-13, the AMO is at least 54% of students will score at or above grade level in Reading.	In 2013-14, the AMO is at least 59% of students will score at or above grade level in Reading.	In 2014-15, the AMO is at least 64% of students will score at or above grade level in Reading.	In 2015-16, the AMO is at least 69% of students will score at or above grade level in Reading.	In 2016-17, the AMO is at least 74% of students will score at or above grade level in Reading so that the achievement gap will be reduced by 50% since 2010-11.
	44% (309) of students scoring at or above grade level in Reading, resulting in an achievement gap of 56% (393).						
Reading Goal #5A: In six years' time, the achievement gap based on 2010-11 Reading test results will be reduced by 50%. That means that by 2016-17, at least 74% of students will be scoring at or above grade level in Reading.							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.** | 5B.1.

White: A high percentage of white students are also economically disadvantaged and/or considered SWD.

Black: N/A

Hispanic: Many Hispanic/ELL students are economically disadvantaged which hinders their access to media and literary resources. In addition their first language is not English which hinders their ability to be proficient in English

Asian: N/A

American Indian: N/A | 5B.1.

To assist students who fall into multiple AYP subgroups, students will be given ESE accommodations as outlined in their T/IEP, resources/ supplies they need if available, and will be mentored by a school staff member whenever possible. Intensive Reading teachers teaching Level 1 students will utilize the Read 180 Curriculum to help encourage student reading achievement. | 5B.1.

Administrators, K-12 Literacy coach,

Instructional Leadership Team | 5B.1.

Classroom Formative and Summative Assessments, FCAT data, FAIR assessments, classroom walkthroughs, Read 180 program | 5B.1.

FAIR reports, Read 180 data, FCAT, Pasco STAR, eSembler | | |
| Reading Goal #5B: | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |

Data not available at this time.	Data not available at this time.				
White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:				
	5B.2. Hispanic: Due to economical challenges there is a lack of access to media and literary resources. Some students' first language is not English, which hinders their ability to be proficient in English No Transportation.	5B.2. For Hispanic ESOL/ELL learners, a developmental language arts class is paired with an intensive reading class, The K – 12 Literacy Coach will be assisting classroom teachers with reading strategies. Intensive Reading teachers teaching Level 1 students will utilize the Read 180 Curriculum to increase student reading achievement. Students will be encouraged to attend after school tutoring once a week to increase student achievement.	5B.2. Administrators, ESOL Resource teacher, migrant education coordinator, K – 12 Literacy Coach	5B.2. Classroom formative and summative assessments, FCAT data, FAIR assessments, classroom walkthroughs	5B.2. FAIR reports, Read 180 data, FCAT, Pasco STAR, eSembler

		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
		Lack of student motivation and attendance issues.	After school tutoring will be offered by ELL and migrant experienced Instructional Assistants for students in these categories. Support will also be provided through the Migrant Student Club and Monthly Hispanic Parent meetings.	Administrators, ESOL Resource teacher, migrant education coordinator	Attendance, progress reports, report cards, classroom formative and summative assessments	TERMS, eSembler, performance assessments	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
Reading Goal #5C: Not enough ELL students for data in this category.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Not enough ELL students for data in this category.	Not enough ELL students for data in this category.					

		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. Transitioning from Co-Teach classrooms to the MTSS/RTI model will be an adjustment for ESE students on a learning curve.	5D.1. Teachers will identify (based on data) all students in their classes that fall into these subgroups. Teachers will analyze Sunshine State Standards reading data to determine specific areas to target. Students will be encouraged to self-advocate and use other available resources. The K – 12 Literacy Coach and the SSAP Coach will monitor and review SWD subgroup students' grades quarterly and meet with students who are unsuccessful.	5D.1. Administrators, K - 12 Literacy Coach, Drop-Out Prevention Teachers.	5D.1. Walkthroughs, TIEP Meetings, Small group assessments with accommodations, Mentoring programs	5D.1. FAIR reports, FCAT, Pasco STAR, esembler		

Reading Goal #5D: The percentage of Students with Disabilities scoring at or above the proficiency level on the FCAT in reading will improve by at least 5%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Data not available at this time.	Data not available at this time.				
	—	5D.2. Lack of motivation, no desire to read due to perceived failu	5D.2. Teachers of all content areas will incorporate student engagement activities into their curriculum to help motivate Students with Disabilities to improve in their Reading scores. Intensive Reading teachers teaching Level 1 students will utilize the Read 180 Curriculum to increase student reading achievement.	5D.2. Administrators and K-12 Literacy Coach	5D.2. Student diagnostic testing, feedback from walkthroughs and observations, Read 180 program diagnostics	5D.2. FAIR testing, FCAT scores, Read 180 data, teacher walkthrough forms	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5E. Economically Disadvantaged students not making satisfactory progress in reading.	5E.1. Unstable economics, lack of resources / materials at home, and attendance issues.	5E.1. Provide support through technology at school (such as computers) and available to be checked out to take home. After school support for students to help with homework. The K – 12 Literacy Coach and the SSAP Coach will monitor and review SWD and Economically Disadvantaged subgroup students grades quarterly and mentor students who are unsuccessful.	5E.1. Administrators, Technology Specialist, Reading/ESE Department Chair	5E.1. Students attending after school program, use of TestGear and FCAT Explorer, students checking out technology/computers from the IRC Media Center	5E.1. Computer check-out form, improved scores on FAIR, FCAT Explorer and TestGear		

Reading Goal #5E: In 2013, the percentage of students who are Economically Disadvantaged scoring at or above the proficiency level on the FCAT in Reading will improve by 5%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Data not available at this time.	Data not available at this time.					
		5E.2.	5E.2	5E.2.	5E.2.	5E.2.	
		5E.3	5E.3	5E.3	5E.3	5E.3	

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD 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 and/or PLC Leader	PD Facilitator	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
TLC (Teaching and Learning with a Common Goal)	All subjects and grades	Jill Mink, Mignon Edwards	School-wide	Meet twice a month, optional	Inservice points	Administration, FOCUS Team Members
Lead Literacy Team	Reading, all subjects and grades	Pat Reedy, Jill Mink	Optional for all instructional staff All reading teachers, coaches, department chairs, leadership team members	Meet bi-weekly	Observations, Walkthroughs	Administration, K – 12 Literacy Coach, FOCUS Team Members
Curriculum-Focused Teams	All subjects and grades	Pat Reedy	School-wide	Meet twice a month	Observations, Walkthroughs, Department reports/minutes	Administration, FOCUS Team Members
Department-Focused Teams (Intensive Reading, English, Social Studies, Electives, etc.)	All subjects and grades that involve Reading	Pat Reedy, Department Chairs	School-wide	Meet once a month	Observations, Walkthroughs, Department reports/minutes	Administration, Department Chairs
Folded Page Book Club	All subjects and grades	Jill Mink	School-wide	Meet once a month		

Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Read 180 Program and rBooks	A system of teaching Intensive Reading classes and textbooks that includes three stations for rotation to help students stay engaged in the reading process	School and District Textbook fund	$5000
Edge Textbooks	Textbooks for students to use in Intensive Reading that are not involved in the Read 180 program	School Textbook fund	$1000
AVID Elective Program	AVID Elective class involves curriculum, notebooks, tutors, and an elective teacher that all focus on students	Grant funded	$10,000
Subtotal:$16,000			
Technology			
Strategy	Description of Resources	Funding Source	Amount

EyeQ Computer Program	A program designed to help students of all reading levels improve their reading speed, concentration and focus.	Academic Booster Club	$6000
Subtotal:$6,000			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Read 180 Training	Teachers learn how to teach students using the Read 180 program	District Professional Development	N/A
Subtotal:0			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:0			
Total:$22,000			

End of Reading Goals

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

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in Listening/ Speaking.	1.1. Lack of motivation and attendance. Language barrier. Limited access to native language support at home.	1.1. After school tutoring will be offered by ELL and migrant experienced Instructional Assistants for students. Support will also be provided through the Migrant Student Club and Monthly Hispanic Parent meetings. DLA class utilized to target language and literacy development.	1.1. Administrators, ESOL Resource teacher, migrant education coordinator, DLA teacher	1.1. Attendance, progress reports, report cards, classroom formative and summative assessments	1.1. Attendance, eSembler, FCAT data, AMAO data, CELLA
CELLA Goal #1: The percentage of students scoring at or above the proficiency level in listening/speaking on CELLA will increase from 47% (8) to at least 52% proficiency.	2012 Current Percent of Students Proficient in Listening/Speaking:				

April 2012
Rule 6A-1.099811
Revised April 29, 2011   40

	Current level of performance on CELLA: 47% (8) of students are proficient in listening/ speaking.				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in Reading.	2.1. For many students, their primary language is not English. Lack of support from home. Attendance issues. Language barrier. Out of Field teachers. Limited access to native language support at home.	2.1. Infuse reading in multiple subject areas to help students make connections to various reading contents. Implement previewing and comprehension skills in order to increase student achievement. Review essential vocabulary terms and Schema needed to understand a given text. DLA class utilized to target language and literacy development. Ensuring that teachers are properly trained in required ESOL courses.	2.1. Administrators, ESOL Resource teacher, migrant education coordinator, Teachers	2.1. Attendance, progress reports, report cards, classroom formative and summative assessments, observation, lesson plans	2.1. Attendance, eSembler, CELLA, FCAT data, AMAO data,	

CELLA Goal #2:	2012 Current Percent of Students Proficient in Reading :					
The percentage of students scoring at or above the proficiency level in reading on CELLA will increase from 17% (3) to at least 22% proficiency.						
	Current level of performance on CELLA: 17% (3) of students are proficient in reading.					
		2.2. Limited or interrupted prior formal schooling	2.2. Supplemental language and literacy software. "Tell me More" Resources (Title III)	2.2. ESOL resource teacher, DLA teacher	2.2. Lesson plans, observation, summative assessments	2.2. "Tell Me More" data	
		2.3	2.3	2.3	2.3	2.3
Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

3. Students scoring proficient in Writing.	2.1. Attendance issues. Lack of motivation. Language barrier. Lack of limited language support at home. Limited access to resources at home. Limited or interrupted prior formal schooling.	2.1. Infuse writing (short or long pieces) in multiple subject areas to help students make connections to various content areas as well as confirm understanding of a given topic. Review and provide practice with the writing elements: focus, organization, support, and conventions. Introduce different modes of writing (i.e. expository, persuasive, narrative, academic writings, lab reports, research papers, etc.) DLA class utilized to target writing development. Supplemental language and literacy software. "Tell me More" Resources (Title III)	2.1. Administrators, ESOL Resource teacher, migrant education coordinator, Teachers	2.1. Attendance, progress reports, report cards, classroom formative and summative assessments, baseline and mid-year timed writings, observation	2.1. Attendance, eSembler, CELLA test results, Florida Writes!, "Tell Me More" data, AMAO data	
CELLA Goal #3:

The percentage of students scoring at or above the proficiency level in writing on CELLA will increase from 17% (3) to at least 22% proficiency. | 2012 Current Percent of Students Proficient in Writing : | | | | | |
| | Current level of performance on CELLA: 17% (3) of students are proficient in writing. | | | | | |

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

CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

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

High School Mathematics Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in mathematics.**	1.1.	1.1.	1.1.	1.1.	1.1.		
Mathematics Goal #1: In 2013, 0% of students will score at Level's 4,5,6 in mathematics.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0% of students scored in Levels 4,5,6	0% of students will score in Levels 4,5,6					

		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: **Students scoring at or above Level 7 in mathematics.**	2.1.	2.1.	2.1.	2.1.	2.1.		
Mathematics Goal #2: In 2013, 100% (7) of students will score at or above Level 7 in Mathematics	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	100% (4) students scored at or above Level 7	100% (7) students will score at or above Level 7					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	

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		
3. Florida Alternate Assessment: **Percentage of students making Learning Gains in mathematics.**	3.1.	3.1.	3.1.	3.1.	3.1.		

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

Mathematics Goal #3:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
Not applicable						
	Not applicable	Not applicable				
		3.2.	3.2.	3.2.	3.2.	3.2.
		3.3.	3.3.	3.3.	3.3.	3.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

4. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.	4.1.	4b.1.	4b.1.	4b.1.	4b.1.		
Mathematics Goal #4: Not applicable	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Not applicable	Not applicable					
		4.2.	4.2.	4.2.	4.2.	4.2.	

		4.3	4.3.	4.3.	4.3.	4.3.	

End of Florida Alternate Assessment High School Mathematics Goals

Algebra End-of-Course (EOC) Goals

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

Algebra EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Algebra.	1.1. Curriculum mapping requirements can interfere with a pace that might be different for students needing additional instruction in the focus areas. Attendance issues also create barriers.	1.1. Increase the Algebra classroom focus on functions, linear equations, and inequalities as well as practicing higher order thinking skills. Common Planning and Assessment.	1.1. Administrators, Math Department Chair, Math teachers	1.1. Diagnostic testing, baseline testing, practice EOC testing. Assessment comparisons, Extended School Day program (ESD)	1.1. Summer and Winter EOC, CORE K12 testing, eSembler, TERMS, Pasco STAR, Diagnostic tests, ESD classroom practice		

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

Algebra Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
In 2013, the percent of 9th and 10th grade students scoring at Achievement Level 3 on the Algebra I End-of-Course Exams will be at least 45% (181).						
	9th and 10th Grade: 29% (90) in level 3.	9th and 10th Grade: 45% (181) in level 3.				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.	2.1. Curriculum mapping requirements can interfere with a pace, which could be faster for student who can benefit from enhanced or enriched instruction. Fewer classes are available for students needing advanced classes due to budget constraints.	2.1. Teachers will identify students scoring at the top levels in diagnostic tests and CORE K12 tests and work with them to develop specific plans to maintain or increase their proficiency. Plans will include information about resources available both in and out of the classroom. They will be provided with access to enrichment activities provided with our textbooks that support the on going curriculum as well as Common Planning and Common Assessment. Students will be encouraged to take advantage of advanced placement, honors and dual enrollment mathematics classes.	2.1. Administrators, Math Department Chair, Math teachers, Guidance Counselors	2.1. Diagnostic testing, baseline testing, practice FCAT testing, preparation for postsecondary education.	2.1. EOC, CORE K12, eSembler, TERMS, Pasco STAR, PLAN/PSAT, ACT/SAT, PERT		
Algebra Goal #2: In 2013, the percent of 9th and 10th grade students scoring at or above Achievement Levels 4 and 5 on the Algebra 1 End-of-Course Exams will be at least 11% (44).	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	9th and 10th Grade: 1% (3) in levels 4 and 5.	9th and 10th Grade: 11% (44) in levels 4 and 5.				
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3	2.3	2.3	2.3	2.3	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs),Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** 47% (121) of students scoring at or above grade level in Algebra 1, resulting in an achievement gap of 53% (137).	In 2011-12, the AMO was that at least 51.5% of students will score at or above grade level in Algebra 1, however the results show that only 35% (109) met that goal for the 2012 Spring Algebra 1 EOC administration.	In 2012-13, the AMO is at least 56% of students will score at or above grade level in Algebra 1	In 2013-14, the AMO is at least 60.5% of students will score at or above grade level in Algebra 1	In 2014-15, the AMO is at least 65% of students will score at or above grade level in Algebra 1	In 2015-16, the AMO is at least 69.5%of students will score at or above grade level in Algebra 1	In 2016-17, the AMO is at least 74% of students will score at or above grade level in Algebra 1so that the achievement gap will be reduced by 50% since 2010-11.
Algebra Goal #3A: In six years' time, the achievement gap based on 2010-11 Algebra 1 EOC test results will be reduced by 50%. That means that by 2016-17, at least 74% of students will be scoring at or above grade level in Algebra 1.						

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra.**	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		
Algebra Goal #3B: The percentage of students in each of the AYP subgroups White, Black and Hispanic scoring at or above the proficiency level in Algebra will improve by at least 5%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	Data not available at this time.	*Data not available at this time.*				
	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:				
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3C. English Language Learners (ELL) not making satisfactory progress in Algebra.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.	
Algebra Goal #3C: *Data not available at this time.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Data not available at this time.	*Data not available at this time.*				
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
Algebra Goal #3D: *Data not available at this time.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Data not available at this time.	*Data not available at this time.*					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.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		
3E. Economically Disadvantaged students not making satisfactory progress in Algebra.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		

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

| Algebra Goal #3E:

Data not available at this time.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Data not available at this time.	_Data not available at this time._					
		3E.2.	3E.2	3E.2.	3E.2.	3E.2.	
		3E.3	3E.3	3E.3	3E.3	3E.3	

End of Algebra EOC Goals

Geometry End-of-Course Goals

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

Geometry EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Geometry.	1.1. Curriculum mapping requirements can interfere with a pace that might be different for students needing additional instruction in the focus areas. Attendance issues also create barriers.	1.1. Increase the Geometry classroom focus on two-dimensional geometry as well as practicing higher order thinking skills.	1.1. Administrators, Math Department Chair, Math teachers, Guidance Counselors	1.1. Diagnostic testing, baseline testing, practice FCAT testing, preparation for postsecondary education.	1.1. EOC, CORE K12, eSembler, TERMS, Pasco STAR, PLAN/PSAT, ACT/SAT, PERT		

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

Geometry Goal #1: In 2013, the percent of 9th and 10th grade students scoring at Achievement Level 3 on the Geometry End-of-Course Exams will be at least 47% (148).	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	All Grades: 42% (132) in level 3.	All Grades: 47% (148) in level 3.				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

| 2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. | 2.1. Curriculum mapping requirements can interfere with a pace, which could be faster for student who can benefit from enhanced or enriched instruction.

Fewer classes are available for students needing advanced classes due to budget constraints | 2.1. Teachers will identify students scoring at the top levels in diagnostic tests and CORE K12 tests and work with them to develop specific plans to maintain or increase their proficiency. Plans will include information about resources available both in and out of the classroom. They will be provided with access to enrichment activities provided with our textbooks that support the on going curriculum. Students will be encouraged to take advantage of advanced placement, honors and dual enrollment mathematics classes. | 2.1. Administrators, Math Department Chair, Math teachers, Guidance Counselors | 2.1. Diagnostic testing, baseline testing, practice FCAT testing, preparation for postsecondary education. | 2.1. EOC, CORE K12, eSembler, TERMS, Pasco STAR, PLAN/PSAT, ACT/SAT, PERT | | |
| Geometry Goal #2:

In 2013, the percent of 9th and 10th grade students scoring at or above Achievement Level 4 and 5 on the Geometry End-of-Course Exams will be at least 35% (110). | 2012 Current Level of Performance:* | 2013 Expected Level of Performance:* | | | | | |

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

	All Grades: 30% (95) in levels 4 and 5.	All Grades: 35% (110) in levels 4 and 5.				
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011** None – there was no data for 2010-11 Geometry EOC.	In 2011-12, the AMO is at least __% of students will score at or above grade level in Geometry	In 2012-13, the AMO is at least __%of students will score at or above grade level in Geometry	In 2013-14, the AMO is at least __% of students will score at or above grade level in Geometry	In 2014-15, the AMO is at least __% of students will score at or above grade level in Geometry	In 2015-16, the AMO is at least __%of students will score at or above grade level in Geometry	In 2016-17, the AMO is at least __%of students will score at or above grade level in Geometry so that the achievement gap will be reduced by 50% since 2010-11.
Geometry Goal #3A: In five years' time, the achievement gap based on 2011-12 Algebra 1 EOC test results will be reduced by 50%. That means that by 2016-17, at least __% of students will be scoring at or above grade level in Geometry.						

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Geometry.**	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		
Geometry Goal #3B: *Data not available at this time.*	2012 Current Level of Performance:* 	2013 Expected Level of Performance:*					
	Data not available at this time. White: Black: Hispanic: Asian: American Indian:	*Data not available at this time.* White: Black: Hispanic: Asian: American Indian:					

		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.	
Geometry Goal #3C: *Data not available at this time.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Data not available at this time.	*Data not available at this time.*				
		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	

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
Geometry Goal #3D: *Data not available at this time.*	2012 Current Level of Performance:* *Data not available at this time.*	2013 Expected Level of Performance:* *Data not available at this time.*					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.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		

3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
Geometry Goal #3E: *Data not available at this time.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Data not available at this time.	*Data not available at this time.*					

		3E.2.	3E.2	3E.2.	3E.2.	3E.2.	
		3E.3	3E.3	3E.3	3E.3	3E.3	

End of Geometry EOC Goals

Mathematics Professional Development

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

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
TLC (Teaching and Learning with a Common Goal)	All subjects and grades	Jill Mink, Mignon Edwards	School-wide Optional for all instructional staff	Meet twice a month, optional	Inservice points	Administration, FOCUS Team Members
Lead Literacy Team	Reading, all subjects and grades	Pat Reedy, Jill Mink	All reading teachers, coaches, department chairs, leadership team members	Meet bi-weekly	Observations, Walkthroughs	Administration, Literacy Coach, FOCUS Team Members
Curriculum-Focused Teams	All subjects and grades	Pat Reedy	School-wide	Meet twice a month	Observations, Walkthroughs, Department reports/minutes	Administration, FOCUS Team Members
Math Department-Focused Team	Math 9-12	Pat Reedy, Grant Young	Math Department	Meet once a month	Observations, Walkthroughs, Department reports/minutes	Administration, Math Department Chair

Mathematics Budget (Insert rows as needed)

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

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Mathematics Goal

Florida Alternate Assessment High School Science Goals

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

High School Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.	1.1.	1.1.	1.1.	1.1.	1.1.		

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

Science Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Not applicable							
	Not applicable	Not applicable					
		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		

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

2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2.1.	2.1.	2.1.	2.1.	2.1.	
Science Goal #2b: In 2013, 100% (7) of students will score at or above Level 7 in Science.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	100% (4) of students scored at or above Level 7	100% (7) of students will score at or above Level 7				
		2.2.	2.2.	2.2.	2.2.	2.2.

73

		2.3	2.3	2.3	2.3	2.3	

End of Florida Alternate Assessment High School Science Goals

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

Biology End-of-Course (EOC) Goals

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

Biology 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		

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

| 1. Students scoring at Achievement Level 3 in Biology. | 1.1.

Lack of motivation to put forth the effort into the Biology EOC exam. Attendance issues. | 1.1.

Teachers will incorporate

daily do now's, reviews of essential vocabulary prior to testing, open-ended questions, debates, peer editing,

technology, and reading strategies to assist students' comprehension of the science curriculum. After school tutoring will be provided at least once a week and a

mentoring program is available for students who struggle with academics, attendance and behavior. | 1.1.

Administrators, Science Department Chair, Science teachers, Guidance Counselors | 1.1.

School attendance report and daily tracking in eSembler; diagnostic testing throughout school year. | 1.1.

EOC, CORE K-12 baseline testing, FCAT scores, labs, eSembler, TERMS | | |

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

Biology Goal #1:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
In 2013, the percent of 9th and 10th grade students scoring at Achievement Level 3 on the Biology End-of-Course Exams will be at least 42% (137).						
	All Grades: 37% (121) in level 3.	All Grades: 42% (137) in level 3.				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

2. **Students scoring at or above Achievement Levels 4 and 5 in Biology.**	2.1. Lack of technology and lab equipment.	2.1. Teachers will make use of critical thinking skills in their curriculum and instruction, such as analysis, breaking down concepts, synthesis, putting them back together, evaluate, testing the new /revised concepts. Students are encouraged to come to the after school tutoring whenever possible.	2.1. Administrators, Science Department Chair, Science teachers, Guidance Counselors	2.1. Daily tracking of grades and attendance on eSembler, students' scores on the ACT Science section.	2.1. EOC, CORE K-12 baseline testing, FCAT scores, labs, eSembler, TERMS, ACT test		
Biology Goal #2: In 2013, the percent of 9th and 10th grade students scoring at or above Achievement Level 4 and 5 on the Biology End-of-Course Exams will be at least 43% (141).	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	All Grades: 38% (124) in levels 4 and 5.	All Grades: 43% (141) in levels 4 and 5.					
		2.2.	2.2.	2.2.	2.2.	2.2.	

		2.3	2.3	2.3	2.3	2.3	

End of Biology EOC Goals

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity. PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
TLC (Teaching and Learning with a Common Goal)	All subjects and grades	Jill Mink, Mignon Edwards	School-wide Optional for all instructional staff	Meet twice a month, optional	Inservice points	Administration, FOCUS Team Members
Lead Literacy Team	Reading, all subjects and grades	Pat Reedy, Jill Mink	All reading teachers, coaches, department chairs, leadership team members	Meet bi-weekly	Observations, Walkthroughs	Administration, K-12 Literacy Coach, FOCUS Team Members
Curriculum-Focused Teams	All subjects and grades	Pat Reedy	School-wide	Meet twice a month	Observations, Walkthroughs, Department reports/minutes	Administration, FOCUS Team Members
Science Department-Focused Team	Science 9-12	Pat Reedy, Don Charlick	Science Department	Meet once a month	Observations, Walkthroughs, Department reports/minutes	Administration, Science Department Chair

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Online textbook resources	Extra textbook instructional resources available online for students and teachers	Free with textbook adoption	$0
Subtotal:0			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Science Goals

Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1a.1. Lack of student motivation and attendance.	1a.1. Teachers will collaborate and coordinate up-to-date research-based best practices in all areas of writing: focus, organization, support and conventions for all types of writings. Students will be encouraged to attend the after school tutoring sessions offered once a week.	1a.1. Administrators, English Department Chair, English Teachers, K-12 Literacy Coach	1a.1. Students' progress will be monitored throughout the year utilizing baseline and mid-year timed writings, Florida Writes!, and walkthrough observations.	1a.1. FCAT essay rubric, walkthrough observation forms, and FCAT Writes!		

Writing Goal #1a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
In 2013, the percent of 10th grade students scoring at or above Achievement Level 3.0 in Writing will improve to at least 90%.						
	87% (311) 10th grade students scoring 3.0 and higher in Writing	90% (338) 10th grade students scoring 3.0 and higher in Writing				
		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.	

Writing Goal #1b: In 2013, 100% (7) of students will score at or above Level 7 in Writing.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	100% (4) of students scored at or above Level 7	100% (7) of students will score at or above Level 7				
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.

Writing Professional Development

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

Please note that each Strategy does not require a

professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject and/or	PD Facilitator 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
TLC (Teaching and Learning with a Common Goal)	All subjects and grades	Jill Mink, Mignon Edwards	School-wide Optional for all instructional staff	Meet twice a month, optional	Inservice points	Administration, FOCUS Team Members
Lead Literacy Team	Reading, all subjects and grades	Pat Reedy, Jill Mink	All reading teachers, coaches, department chairs, leadership team members	Meet weekly	Observations, Walkthroughs	Administration, Literacy Coach, Student Achievement Coaches, FOCUS Team Members
Curriculum-Focused Teams	All subjects and grades	Pat Reedy	School-wide	Meet twice a month	Observations, Walkthroughs, Department reports/minutes	Administration, FOCUS Team Members
English Department-Focused Team	English 9-12	Pat Reedy, Vance Scheer	English Department	Meet once a month	Observations, Walkthroughs, Department reports/minutes	Administration, English Department Chair Members

Writing Budget (Insert rows as needed)

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

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

End of Writing Goals

U.S. History End-of-Course (EOC) Goals

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

U.S. History EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in U.S. History.	1.1.	1.1.	1.1.	1.1.	1.1.		
U.S. History Goal #1: Not applicable – no data available	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	2.1.	2.1.	2.1.	2.1.	2.1.		
U.S. History Goal #2: Not applicable – no data available	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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

U.S. History Professional Development

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

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

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

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

End of U.S. History Goals

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

Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance	1.1. Student motivation to come to school and get to class on time.	1.1. Positive incentives to help encourage students to stay in school and get to class on time instead of only having negative consequences to attendance. Parent contact by teachers and Student Service staff.	1.1. Administrators, Student Service Team, SSAP Specialist, Social workers	1.1. Whether or not the attendance rate improves by at least 10% and student achievement should improve in courses with better attendance	1.1. Attendance Reports, eSembler, Pasco STAR		

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

Attendance Goal #1:	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*				
Student attendance rates will improve to at least 94% in each grade level and the number of students with excessive absences and tardies will decrease by at least 10%.						
	9th grade: 92.8% 10th grade: 93.1% 11th grade: 92.3% 12th grade: 92.9% Total: 92.8%	9th grade: 94% or higher 10th grade: 94% or higher 11th grade: 94% or higher 12th grade: 94% or higher Total: 94% or higher				
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)				
	381 total students with 10 or more absences (excused or unexcused)	The number of students with excessive absences will be 343 or less.				

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

	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)				
	463 students with 10 or more tardies.	The number of students with excessive tardies will be 417 or less.				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
TLC - Topics on student engagement and motivation to attend classes	All subjects and grades	Jill Mink, Mignon Edwards	School-wide Optional for all instructional staff	Once or twice a year on this topic.	Inservice points	Administration, FOCUS Team Members

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
Student Recognition Committee	Incentives to reward students for good attendance and minimal tardies	Internal funds	$200
Subtotal: $200.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Attendance Goals

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

Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension						
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Suspension	1.1. More students to mentor than mentors available. Getting teacher buy-in and having consistent help available for the students.	1.1. Student Mentoring Program to help at-risk students for behavior and academics in Tiers 2 and 3. We especially want to target repeat offenders and provide a safe and encouraging environment for them to learn and succeed instead of spending time in ISS or OSS.	1.1. Administrators, Behavior Specialist, SSAP Specialist, ESE case managers, RtI Leadership Team	1.1. Behavior reports, academic reports, attendance reports	1.1. Student data on Pasco STAR and eSembler		

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

Suspension Goal #1: The number of In-School Suspensions and Out-of-School Suspensions will decrease by at least 10%.	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions					
	1071	963					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School					
	296	266					
	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	493	443					
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School					
	177	153					

		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Suspension Professional Development

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

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
TLC - Topics on student behavior and interventions	All subjects and grades	Jill Mink, Mignon Edwards	School-wide Optional for all instructional staff	Once or twice a year on this topic.	In-service points	Administration, FOCUS Team Members

Suspension Budget (Insert rows as needed)

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

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

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention						
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Dropout Prevention Dropout Prevention Goal #1: *Please refer to the percentage of students who dropped out during the 2011-2012 school year*.	1.1. GED will not be recognized in the graduation rate formula. Attendance is an issue. Higher ACT score requirement. Students lacking sufficient credits for graduation.	1.1. Ninth graders scoring in level one in reading and math on their 8th grade FCAT and ninth graders from James Irvin Education Center will be targeted for the Student Support and Assistance Program (SSAP) to help their transition to high school.	1.1. Administrators, SSAP Coach, Guidance Counselors	1.1. Diagnostic testing, Parent Teacher Conferences, Credit Recovery (Nova Net) classes	1.1. FCAT test scores FAIR Assessments Report Card Progress Reports SSAP Enrollment Records Graduation Enhancement reports logs eSembler TERMS Graduation Rate Report		

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

	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*				
The graduation rate will be maintained or improved by 2%.						
	Data not available at this time.	Data not available at this time.				
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*				
	Data not available at this time.	Data not available at this time.				
		1.2. Change in home status Schedule flexibility Limited number of students who can successfully be served by <u>one</u> SSAP teacher/coach as compared to the number of eligible students.	1.2. SSAP students will meet individually with the Graduation Enhancement Coach/Teacher who shall motivate and monitor students' progress, and monitor grade, attendance, and credits.	1.2. Administrators, SSAP Coach, Guidance Counselors	1.2. SSAP reports kept updated consistently	1.2. eSembler and TERMS	

		1.3.	1.3.	1.3.	1.3.	1.3.	
		Higher ACT requirements for concordant score in reading. FLDOE's graduation formula does not include GED.	Provide general information for juniors and seniors to assist in ACT test registrations, fee waivers, and test prep materials. In addition, classes to provide course recovery (Nova Net) during the school day and adult education classes beyond the school day to make up credits. **E**xpand graduation options for students who have not passed FCAT or who have GPAs less than 2.0 and will have less than 24 credits at the end of their senior year.	Administrators, SSAP Coach, Guidance Counselors	Credit Recovery (Nova Net) classes, and diagnostic testing to help students prepare for FCAT or ACT/SAT concordant scores	Grades. ACT, SAT, FACT test results, eSembler reports, TERMS reports	

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
TLC - Topics on Dropout/ Graduation Rate	All subjects and grades	Jill Mink, Mignon Edwards	School-wide Optional for all instructional staff	Once or twice a year on this topic.	Inservice points	Administration, FOCUS Team Members

Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Credit Recovery (APEX)	Computer lab and APEX program designed to help students make up credits through modules, allowing credit recovery to occur at student's own pace.	District Grant	????
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	1.1. Lack of time or interest in getting involved	1.1. Voice Mail Messages, Mail home flyers, letters sent home, Quarterly Newsletters, Constant website updates, Communication through SAC, Academic Booster Club, Hispanic parent nights, AVID Parent Nights	1.1. Administration, Career Specialist, SAC committee, Academic Booster Club Members, Hispanic committee, AVID elective teacher	1.1. The attendance at meetings, Parent Surveys	1.1. Parent sign-in sheets		

	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
Pasco parents will increase their participation by 3% by the end of the year.							
	Approximately 30% of Pasco Parents were involved in informational school activities throughout the year.	Approximately 35% of Pasco Parents will be involved in informational school activities throughout the year.					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

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

Please note that each
Strategy does not require a
professional development or

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

PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
TLC - Topics on Parent Involvement and Communication	All subjects and grades	Jill Mink, Mignon Edwards	School-wide Optional for all instructional staff	Once or twice a year on this topic.	Inservice points	Administration, FOCUS Team Members

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
Encourage Parent involvement in the following programs and activities: AVID, Academic Booster Club, Open House, 9th Grade Parent Night, Registration, and other parent events.	Informational program materials for each area of parent involvement	None	$0
Subtotal: 0			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Parent Involvement Goal(s)

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

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: A 3% increase in the STEM Fields. Science, Technology, Engineering and mathematics will be integrated into various aspects of the classroom in order to increase student ability to solve real-world, authentic problems. In an attempt to close the achievement gap between whites, Hispanics, and African-Americans in the STEM fields, all students will engage in collaborative problem-solving activities requiring the use of science, technology, engineering, and mathematics in various content areas in order to provide world-class education, rich inquiry, and real-world experiences, which will prepare students to compete successfully in the global economy.	1.1. Lack of student motivation and attendance issues.	1.1. Teachers will implement up-to-date research-based instructional strategies in order to facilitate deep learning that will ensure success throughout the students' high school, higher education, and career. Teachers will infuse STEM fields as appropriate when appropriate throughout the year in their respective subject areas, which will increase student performance and interest in STEM. Offer more courses and encourage students to take courses in the STEM fields. AVID elective course that pushes students with the ability to excel in STEM areas to reach higher goals.	1.1. Administration, Career Specialist, SAC committee, community businesses, counselors, and teachers, AVID elective teacher	1.1. Students' progress will be monitored throughout the year utilizing walkthroughs, observations, and student discussion, formative and summative assessments	1.1. e-Sembler, End-of-Course Exams, FCAT, Alumni Survey (career choices made)

	1.2.	1.2.	1.2.	1.2.	1.2.
	Lack of instructor knowledge, skills, and attitude	Continuous professional development and support as needed through department and faculty meetings. Collaborative lesson planning with like courses or interdisciplinary curriculum lesson planning. Creating community partnerships in order to bring real-world experiences into the classroom.	Administration, Career Specialist, SAC committee, community businesses, and teachers	walkthroughs, observations, student discussion, and collaborative lesson plan reflection.	e-Sembler, End-of-Course Exams, FCAT, Lesson Plan review/ reflection
	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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: A 3% increase in diversification of instruction with multimedia, technology-assisted instruction, hands-on inquiry, project-based learning and small group activities that enhance and deepen learning and increases student achievement. This will also increase student ability to solve real-world, authentic problems and provide world-class education, rich inquiry, and real-world experiences in order for students to become innovative, responsible, successful community members and competitive in a global economy.	1.1. Lack of student motivation and technology.	1.1. The teacher will infuse positive inquiry-based instructional practices fostering active thinking and drawing conclusions, which increases conceptual understanding.	1.1. Administrators, Career Specialist, CTE Teachers, Community Businesses	1.1. Observation, walkthrough, informative and summative assessments, student enrollment	1.1. Walkthrough form, eSembler, FCAT, EOC, Alumni Survey, Percent of Program completers
	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 and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

CTE Budget (Insert rows as needed)

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

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

End of CTE Goal(s)

Additional Goal(s)

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

Additional Goal(s)	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Additional Goal	1.1.	1.1.	1.1.	1.1.	1.1.		

Additional Goal #1:	2012 Current Level :*	2013 Expected Level :*				
Enter narrative for the goal in this box.						
	Enter numerical data for current goal in this box.	*Enter numerical data for expected goal in this box.*				
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

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

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

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

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

Subtotal:			
Total:			

End of Additional Goal(s)

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total:
Mathematics Budget	
	Total:
Science Budget	
	Total:
Writing Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
Additional Goals	
	Total:
	Grand Total:

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school's DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select "checked" under "Default Value" header; 3. Select "OK", this will place an "x" in the box.)

School Differentiated Accountability Status		
☐Priority	☐Focus	☐Prevent

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

School Advisory Council (SAC)

SAC Membership Compliance

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

☐ Yes   ☐ No

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

Describe the activities of the SAC for the upcoming school year.
The School Advisory Council meets eight times during the year and serves in the advisory capacity to give feedback on current and future school trends and practices. The SAC also serves as a communication venue between school and community.

Describe the projected use of SAC funds.	Amount

There are no SAC funds this year.	