FLORIDA DEPARTMENT OF EDUCATION

School Improvement Plan (SIP)
Form SIP-1

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: Sickles High School	District Name: Hillsborough
Principal: Jake Russell	Superintendent: Mary Ellen Elia
SAC Chair: Gail Bottone	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 Qualified Administrators

List your school's highly qualified 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 (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Jake Russell	Master of Science BS 6-12	7	11	11/12 TBD 10/11: B 85% AYP 09/10: A 79% AYP 08/09: A 92% AYP
Assistant Principal	Elizabeth Tuten	Doctorate of Education Master of Education BS 6-12	1	8	11/12 TBD 10/11: B 85% AYP 09/10: A 79% AYP 08/09: A 92% AYP

Assistant Principal	James Harris	Master of Education BS 6-12	7	7	11/12 TBD 10/11: B 85% AYP 09/10: A 79% AYP 08/09: A 92% AYP
Assistant Principal	Jazzrick Haggins	Master of Education BS 6-12	2	2	11/12 TBD 10/11: B 85% AYP 09/10: A 79% AYP 08/09: A 92% AYP
Assistant Principal	Krista Luloff	Master of Education BS 6-12	1	1	11/12 TBD 10/11: B 85% AYP 09/10: A 79% AYP 08/09: A 92% AYP

<u>Highly Qualified Instructional Coaches</u>

List your school's highly qualified 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 (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Reading	Angela Kaloger	BS 6-12 ESOL Reading SLD EMH K-6	14	5	10/11: TBD 85% AYP 09/10: A 79% AYP 08/09: A 92% AYP

Highly Qualified Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. School Orientation	Principal	August	
2. School Mentors	Principal/ACP	Ongoing	
3. Leadership Opportunities	Principal	Ongoing	
4. Recognition of Achievement Announcements	Principal	Ongoing	

Non-Highly Qualified Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field (not ESOL certified) and not highly qualified.

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly qualified.	Provide the strategies that are being implemented to support the staff in becoming highly effective
3 Instructors	Depending on the needs of the teacher, one or more of the following strategies are implemented. **Administrators** Meet with the teachers four times per year to discuss progress on: - Preparing and taking the certification exam - Completing classes need for certification - Provide substitute coverage for the teachers to observe other teachers - Discussion of what teachers learned during the observation(s) **Reading Coach** - The coach co-plans, models, co-teaches, observes and conferences with the teacher on a regular basis **Department Head/PLC** - The teachers will attend PLC meetings for on-going adult learning, striving to understand how they as an individual teacher and PLC member can improve learning for all.

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 Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
123	5%(6)	14% (17)	40% (49)	41% (51)	43% (53)	98% (120)	8% (10)	7% (9)	23% (28)

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
Cynthia Robinson	Kenneth Maloney Julie Russo Frank Dill	Over 20 years classroom teaching experience. Is a New Teacher Workshop Facilitator. Is Social Studies Department Chair and Nationally Board Certified.	Modeling Review Meetings Observations
Sue Traynham	Dayna Crawford Dwight Carlisle Deanna Bunch	Over 15 years classroom teaching experience. Is a New Teacher Workshop Facilitator.	Modeling Review Meetings Observations
Leisha Collins EET Mentor	The district-based mentor is with the EET initiative. The mentor has strengths in the areas of leadership,	Weekly visits to include modeling, co-teaching, analyzing student work/data, developing assessments, conferencing	Modeling Review Meetings Observations

	mentoring, and increasing student achievement.	and problem solving.	

Additional Requirements

Coordination and Integration-Title I Schools Only (Not Applicable for Sickles High School)

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

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

Job Training
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. • Principal • Assistant Principal for Curriculum • Assistant Principal for Administration • Guidance Counselor • School Psychologist • Social Worker • Reading Coach • ESE teacher • Department Heads • SAC Chair • ELP Coordinator • ELL Representative • Attendance Committee Representative
Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The Leadership team meets regularly (monthly). Specific responsibilities include: • Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive) • Create, manage and update the school resource map • Ensure the master schedule incorporates allocated time for intervention support at all grade levels. • Determine scheduling needs, and assist teacher teams in identifying research-based instructional materials and intervention resources at Tiers2/3 • Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school) that provide intervention support to students identified through data sorts/chats conducted by the PLCs. • Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals • Organize and support systematic data collection (e.g., district and state assessments; during-the-grading period school assessments/checks for understanding; in-school surveys) • Assist and monitor teacher use of SMART goals per unit of instruction. (data will be collected and analyzed by PLCs and reported to the Leadership Team and through departmental meetings) • Strengthen the Tier 1 (core curriculum) instruction through the:

- - Implementation and support of PLCs
  - Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the Leadership Team and departmental meetings)
  - Implementation of research-based scientifically validated instructional strategies and/or interventions as outlined in our SIP.
  - Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student outcomes through data summaries and conferences.
- On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the nine weeks.
- Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs.
- Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.
- Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

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 Chair of SAC is a member of the Leadership Team.
- The administration, leadership team, teachers and SAC are involved in the School Improvement Plan development and monitoring throughout the school year.
- The School Improvement Plan is the working document that guides the work of the Leadership Team and all teacher teams. The large part of the work of the team is outlined in the Expected Improvements/Problem Solving Process sections (and related professional development plans) for school-wide goals in Reading, Math, Writing, Science, Attendance and Suspension/Behavior.
- Given that one of the main tasks is to monitor student data related to instruction and interventions, the Leadership Team monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data, formal and informal evaluations).
- The Leadership Team communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team.
- The Leadership Team and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
  - Use the problem-solving model when analyzing data:
    1. What is the problem? (Problem Identification)
    2. Why is it occurring? (Problem Analysis and Barrier Identification)
    3. What are we going to do about it? (Action Plan Design and Implementation)
    4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)
  - Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance
  - Develop and test hypotheses about why student/school problems are occurring (changeable barriers).
  - Develop and target interventions based on confirmed hypotheses.
  - Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.
  - Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measureable (e.g., SMART goals).
  - Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment support).
  - Each PLC develops PLC action plan for SIP strategy implementation and monitoring.
  - Assess the implementation of the strategies on the SIP using the following questions:

1. Does the data show implementation of strategies are resulting in positive student growth?
2. To what extent are we making progress toward the school's SIP goals?
3. If we are making progress, what can we do to sustain what is working?
4. What barriers to implementation are we facing and how will we address them?
5. What should we do next? What should be our plan of action?

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.

Core Curriculum (Tier 1)

Data Source	Database	Person (s) Responsible
FCAT released tests	School Generated Excel Database	Reading Coach/APC and APA
Baseline and Midyear District Assessments	Scantron Achievement Series	Leadership Team, PLCs, individual teachers
District generated assessments from the Office of Assessment and Accountability - Geometry Formatives (Baseline and Mid-Year) - Algebra Formatives (Baseline and Mid-Year) - Biology Formatives (Baseline and Mid-Year) - Writing Formatives (Baseline, Mid-year, and Final) - FAIR - Unit Tests - Florida Achieves	Scantron Achievement Series PLC Logs Progress Monitoring and Reporting Network PLC Database	Leadership Team, PLCs, individual teachers
Subject-specific assessments generated by District-level Subject Supervisors in Reading, Language Arts, Math, Writing and Science - Geometry Formatives (Baseline and Mid-Year) - Algebra Formatives (Baseline and Mid-Year) - Biology Formatives (Baseline and Mid-Year) - Writing Formatives (Baseline, Mid-year, and Final) - FAIR - Unit Tests - Florida Achieves	Scantron Achievement Series PLC Database PLC Logs	Leadership Team, PLCs, individual teachers
FAIR	Progress Monitoring and Reporting Network PLC Logs PLC Database	Reading Coach/ /Reading PLC Facilitator

CELLA	Sagebrush (IPT)	ELL Resource Teacher
Teachers' common core curriculum assessments on units of instruction/big ideas. - Algebra - Geometry - Biology - Liberal Arts Math - Advanced Placement (English, Math, Science, Social Studies)	Ed-Line PLC Database PLC logs	Individual Teachers/ Department Heads/ PLC Facilitators/Leadership Team
Reports on Demand/Crystal Reports	District Generated Database	Leadership Team

Supplemental/Intensive Instruction (Tiers 2 and 3)

Data Source	Database	Person (s) Responsible for Monitoring
Extended Learning Program (ELP)* *(see below)* Ongoing Progress Monitoring (mini-assessments and other assessments from adopted curriculum resource materials) - Florida Achieves Assessments -	School Generated Database in Excel Sign-In Sheets for Students in ELP	Leadership Team/ ELP Facilitator
Differentiated mini assessments based on core curriculum assessments.	Individual teacher data base PLC data base	Individual Teachers/PLCs
FAIR OPM	School Generated Database in Excel	Leadership Team/Reading Coach
Ongoing assessments within Intensive Courses *(Middle/High)*	Database provided by course materials (for courses that have one), School Generated Database in Excel	Leadership Team/PLC/Individual Teachers

Describe the plan to train staff on MTSS.
The Leadership Team/will continue to work to build consensus with all stakeholders regarding a need for and a focus on school improvement efforts. The Leadership Team will work to align the efforts of other school teams that may be addressing similar identified issues.

As the District's RtI Committee/RtI Facilitators develop(s) resources and staff development trainings on RtI, these tools and staff development sessions will be conducted with staff when they become available. Professional Development sessions, as identified by teacher needs assessment and/or EET evaluation data, will occur during faculty meeting times or rolling faculty meetings. The Leadership Team will send school team representatives to ongoing /RtI trainings/support sessions that are offered district-wide. Our school will invite our area RtI Facilitator to visit quarterly (or as needed) to review our progress in implementation of RtI and provide on-site coaching and support to our PLCs. New staff will be directed to participate in trainings relevant to PLCs and RtI as they become available.

Describe plan to support MTSS.
Response to Intervention (RtI) has also been described in Florida as a multi-tiered system of supports (MTSS) for providing high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. In order to support MTSS in our schools, we will:
- Consistently promote the shared vision of one system meeting the needs of ALL students with MTSS as the platform for integrating all school initiatives (i.e., PLC, Steering, DH and SAC meetings).

- Provide designated school personnel with the requisite knowledge and experience to support coordination and implementation of MTSS.
- Provide continued training and support to all school based personnel in problem solving, responding to student data and the use of a systematic method to increase student achievement.
- Continue to monitor 9th grade students using the "9th Grade Intervention" database. It details

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). The Literacy Leadership Team serves as the school's literacy Professional Learning Community. The team is comprised of: - Principal   - Assistant Principal for Curriculum   - Reading Coach   - Reading Teachers   - Media Specialist   - Teachers across content areas (Language Arts, Math, Science, Social Studies and Electives) who have demonstrated effective reading instruction as reflected through positive student reading gains   - English Department Head   - Assistant English Department Head
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT is a subset of the Leadership Team. The team provides leadership for the implementation of the reading goals and strategies identified on the SIP. The principal is the LLT chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading interventions. The reading coach and principal collaborate with the team to ensure that data driven instructional support is provided to all teachers. The principal also ensures that the LLT monitors reading data, identifies school-wide and individual teachers' reading-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the Leadership Team's support plan. Additionally the principal ensures that time is provided for the LLT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students.
What will be the major initiatives of the LLT this year?   - Implementation and evaluation of the SIP reading goals/strategies across the content areas   - Professional Development   - Co-planning, modeling and observation of research-based reading strategies within lessons across the content areas   - Data analysis (on-going)

- Implementation of the K-12 Reading Plan

Focus on initiatives to help decrease the number of students who receive F's on their report card during the 9th grade year.

NCLB Public School Choice
- **Supplemental Educational Services (SES) Notification**

*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.

At Sickles High School, the following strategies have been implemented to ensure that all teachers include reading strategies within their class:
1. Ensure that all teachers are CRISS trained and are using these strategies in the classroom. Also, when applicable Kagan and SpringBoard strategies should be apparent.
2. Reading Coach models lessons focusing on using reading strategies in all classrooms.
3. Read alouds (fluent reader using informational text) are scaffolded from teacher to student in all content areas accompanied with higher order questioning.
4. Professional development will be offered via our school's Lunch and Learn program. Topics will be determined based upon data from FCAT, Formative, and FAIR assessments.
5. Classroom libraries will be available through the reading department for all teachers.
6. FAIR assessment data will be available to all teachers to assist with lesson development.
7. PLC Mondays will incorporate various reading strategies into lesson planning and professional development.

To ensure that these strategies are being used within the classroom, the administrative staff will conduct weekly "pop-ins" in assessing fidelity to the K-12 Comprehensive Reading Plan. Also, the administrative staff has a rotational schedule to visit all PLC on the applicable Monday.

*High Schools Only

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?

In our math courses, much time is spent connecting discussed topics with real life experiences. One example is with the concept of slope. Most of our courses within mathematics deal with this concept. It is often applied to other areas like economics, science, and drafting. In our science courses, our AP Environmental course integrates math, physics, chemistry, biology, economics, political science, and geography. The integrated science courses are designed with this purpose; we strive to integrate the discipline with real world experiences. In English, the Springboard curriculum focuses on relevance and rigor, making the learning very valid to today's students. And in social studies, resources such as History Alive engage students in the learning process.

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?

Each year Sickles High School holds elective fairs with present and incoming students. Based on interest, guidance and the APC establish Course Selection Sheets and courses offerings to best meet student needs. The Guidance Department, ESE Specialist, AVID Coordinator, Department Heads, ELL Resource Teacher, classroom instructors, and APC will then articulate with feeder schools and assist students in signing up for courses and programs based on their test scores, grades, teacher recommendations, and their individual interests. Guidance Counselors will visit classes to review the curriculum guide and course descriptions. They will distribute Course Selection Sheets and provide information about selecting courses for the following school year. These Course Selection Sheets are then sent home for parent review and signature.

On an annual basis, Sickles High School will review new course offerings at the state and district level to continue to offer rigorous and relevant coursework and to meet the State Standards.

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.

Sickles High School has reflected over our High School Feedback Report Trends for the last three years from 2008 to 2011 data. The following is a summary of our analysis:
- Graduates at Sickles score consistently above district and state averages in achieving a level 3 or better on the 10th grade Reading and Math sections of the FCAT.
- A higher percentage of graduates at Sickles completed at least one AP or Dual Enrollment course in comparison to district and state trends.
- A higher percentage of graduates at Sickles enrolled in Algebra I or an equivalent class prior to the 9th grade when compared to district and state trends.
- A higher percentage of graduates at Sickles took both the PSAT, SAT, or ACT when compared to district and state trends.
- A higher percentage of graduates at Sickles completed at least one level 3 high school math and/or science course when compared to district and state trends.
- There are a higher percentage of Sickles graduates enrolled in college credit courses at a FL public post secondary institution and earning a GPA above 2.0 than compared to district and state trends.
- There are a higher percentage of Sickles graduates who successful completed a Math and/or English/Reading course than compared to district and state trends.

Strategies for continuing to improve student readiness for Postsecondary include:
- Saturday SAT and ACT prep courses will be offered on site. Communication will be made to students as well as to parents via announcements, fliers, ParentLink calls, and messages posted on school's website.
- Sickles will host College Night in late September with over 100 colleges/universities represented.
- College visits by various university representatives will occur throughout the school year.

- ASVAB testing will be provided to those students interested in enlisting in the military.
- AVID students will visit FSU, UF, UCF, USF, and Florida Gulf Coast during the course of the school year.
- During the first and second conference night, the guidance department will present a College Readiness inservice to parents and students regarding the PSAT, SAT, ACT, and PERT examinations.
- Bright Future workshops will be ongoing throughout the school year for students and parents.
- All targeted juniors take the PERT. Based on the results, students are placed in college readiness coursework provided to graduation.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
1. FCAT 2.0: **Students scoring proficient in reading (Level 3-5).**			1.1. -Training all content area teachers - Lack of time to collaborate with peers. - Extra demands on curriculum implementations with new expectations for FCAT Writing and CTSS. - Urgency of all problems	1.1. FCIM – reading teachers will plan-do-check-act based on bi-weekly FCIM activities. Teachers will continue FCIM focusing on students' strengths and weaknesses that are pulled from the first FAIR administration. Action Steps: Through data analysis of FCAT, FAIR results, and Formative Assessments, PLC's will identify essential tested benchmarks for their students that need reinforcement and remediation. - PLC's will meet once a month on a Monday. - Pull-outs of targeted reading students will occur during first and second semester focusing on areas needing improvement. These students will continue to receive these interventions as long as their FCIM, FAIR, and Formatives warrant the intervention.	1.1. Who Administrative Team Reading Coach How Logs are turned into administration. The reading coach reviews logs and meets with APC before providing feedback. Formal and Informal Observations are conducted by Administrator and Peer or Mentor evaluators.	1.1. Reading PLCs will discuss and analyze FCIM data. PLC's review effectiveness based on assessment data. The administrative staff, department heads, and the Reading Coach will facilitate monitoring among PLCs.	1.1. 3 or 4 times a year this will occur, based upon the county and state calendar. FAIR Testing: 3 times a year, a check for fluency and comprehension for reading. Semester Exams: These will be in every subject that the student takes. It occurs at the beginning of Formative Assessments: These assessments occur in Algebra, Geometry, and Biology. They are good predictors of student achievement on the EOC assessments. They are given three times a year in the above subjects. EOC: This includes the Algebra, Geometry, and Biology. It is given in the Spring to all students enrolled in the class. Also, a make-up administration is provided to those students who have not passed the Algebra, Geometry, and Biology exam. FCAT: This is given to 9th and 10th graders in the Spring to assess their reading skills. 11th and 12th graders are given this test as a re-take. It is assessed in both the fall and the spring.
	Reading Goal #1: The percentage of students scoring a Level 3 or higher on the 2013 FCAT Reading will increase from 63% to 65%.	2012 Current Level of Performance:* **63%**	2013 Expected Level of Performance:* **65%**				
			1.2 -Training all content area teachers	1.2. Costa's Levels of Questioning (Higher-Order Questioning): The purpose of this strategy is	1.2. Who Administrative Team Department Heads	1.2 .Teachers will meet in PLC's to discuss averages from unit assessments. Department Heads	1.2 Please see above.

		- Lack of time to collaborate with peers. - Extra demands on curriculum implementations with new expectations for FCAT Writing and CTSS. - Urgency of all problems	to strengthen the students' grasp of concepts at a more in-depth and analytical way. They should be able to explain a concept as well as apply it in a natural or 'real world" setting. Students' reading comprehension will improve through the use of higher order questioning strategies across all content areas. Action Steps 1. AVID Site Team provides faculty with training and curriculum materials on higher order questioning. 2. School-wide training has begun for CCSS and complex text. Our Reading Coach and Social Studies Department Head are providing trainings during "Lunch and Learn" professional development and model classrooms. 2. School-wide training will continue for staff on higher-order questioning skills. 3. PLCs will utilize backward design by looking at unit assessments before presenting unit lesson in order to plan effective lesson and identify essential skills. Their goals and support documentation are posted on an icon on Sickles Internal for the Administrative Staff to review. 4. PLC's will decide on strategies to implement higher order questioning. 5. Teachers will administer the common assessment and review the data. 6. Teachers will bring back data to PLC and share that information with members of the PLC.	Reading Coach How Administrative Team will use the district provided Informal Observation Form. Department Heads and the Reading Coach will pop-in to observe/participate in the PLC.	will report this data to APC who will focus on E1 and E2 regular courses and bring this data to the Leadership Team.	
		1.3 Teachers new to Sickles and the teaching profession may or may not	1.3.Cornell Note Taking System: The purpose of this strategy is	1.3. Who: Administrative Team Department Heads	1.3. Teachers will meet in PLC's to discuss the implementation and effectiveness of Cornell Note	1.3. Please see above.

| | | be familiar with the Cornell system of note taking. | to provide students with a focused, organized, and research proven effective method of taking notes within a class. This strategy would be appropriate for both core and non-core classes.

Action Steps:
1. AVID Site Team provides faculty development in the use of Cornell Note Taking, emphasizing the higher-order questioning.
2. PLC's meet and discuss the progress of teacher and student use of the strategy. They can also help to promote and work on any flaws in the practice at Sickles High School.
3. Collaboration with AVID site team in maintaining effective note taking.
4. Teachers continue instruction of Cornell notes integrated within their lessons/curriculum.
5. Teachers assist students with Cornell Note Taking.
6. Teacher discuss their finding at PLC meetings. | Reading Coach

How:
Administrative team will use Formal and Informal Observations to evaluate/discuss the implementation and effectiveness of the Cornell Note Taking Strategy. | Taking Strategies. Department Heads will use the data from the E1 and E2 SpringBoard Embedded Assessments to evaluate the effectiveness of the Cornell Note Taking Strategy. | |

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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
2. FCAT 2.0: Students scoring Achievement Levels 4 or 5 in reading. Reading Goal #2: In grades 9-10, the percent of students scoring a level 4 or 5 will increase from 30% to 33%	2012 Current Level of Performance:* **30%**	2013 Expected Level of Performance:* **33%**	2.1. -Training all content area teachers - Lack of time to collaborate with peers. - Extra demands on curriculum implementations with new expectations for FCAT Writing and CTSS. - Urgency of all problems	2.1. Socratic Seminar: The purpose of this strategy is to strengthen the understanding of academic content through questioning and probing of the subject matter, using student lead discussion and presentation. Action Steps: Through data analysis of FCAT, FAIR results, and Formative Assessments, PLC's will identify essential tested benchmarks for their students	2.1. Who Administrative Team Department Heads Reading Coach How Administrative Team will use the district provided Informal Observation Form. Department Heads and the Reading Coach will pop-in to observe/participate in the PLC.	2.1. Teachers will meet in PLC's to discuss averages from unit assessments. Department Heads will report this data to APC who will focus on E1 and E2 regular courses and bring this data to the Leadership Team. .	2.1. 3 or 4 times a year this will occur, based upon the county and state calendar. FAIR Testing: 3 times a year, a check for fluency and comprehension for reading. Semester Exams: These will be in every subject that the student takes. It occurs at the beginning of Formative Assessments: These assessments occur in Algebra, Geometry, and Biology. They are good predictors of student achievement on the EOC

				that need reinforcement and remediation. - PLC's will meet once a month on a Monday. - Pull-outs of targeted reading students will occur during first and second semester focusing on areas needing improvement. These students will continue to receive these interventions as long as their FCIM, FAIR, and Formatives warrant the intervention.			assessments. They are given three times a year in the above subjects. EOC: This includes the Algebra, Geometry, and Biology. It is given in the Spring to all students enrolled in the class. Also, a make-up administration is provided to those students who have not passed the Algebra, Geometry, and Biology exam. FCAT: This is given to 9th and 10th graders in the Spring to assess their reading skills. 11th and 12th graders are given this test as a re-take. It is assessed in both the fall and the spring
			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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
3. FCAT 2.0: Points for students making Learning Gains in reading.			3.1.	3.1.	3.1.	3.1.	3.1.
Reading Goal #3: In grades 9-10, all curriculum students making learning gains on the 2012 FCAT Reading will increase from 65% to 68%.	2012 Current Level of Performance:* **65%**	2013 Expected Level of Performance:* **68%**	See Goal 1	See Goal 1	See Goal 1	See Goal 1	See Goal 1
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3..3.	3.3.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
4. FCAT 2.0: Points for students in Lowest 25% making learning gains in reading.			4.1.	4.1.	4.1.	4.1.	4.1.	
Reading Goal #4: In grades 9-10, bottom quartile students making learning gains will increase from 63% to 65%	2012 Current Level of Performance:* **63%**	2013 Expected Level of Performance:* **65%**	See Goal 1.1	See Goal 1.1	See Goal 1.1	See Goal 1.1	See Goal 1.1	
			4.2.	4.2.	4.2.	4.2.	4.2.	
			4.3	4.3.	4.3.	4.3.	4.3.	
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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool	
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**
5. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.								
Reading Goal #5: Over the course of the 2012-2013 school year, the achievement gap will decrease by 10%.								
5A. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.**			5A.1. Please see Reading Goal 1.1	5A.1. Please see Reading Goal 1.1.	5A.1. Please see Reading Goal 1.1.	5A.1. Please see Reading Goal 1.1.	5A.1. Please see Reading Goal 1.1.	
Reading Goal #5A The achievement gap within each ethnic group for reading achievement	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						

should decrease by 5% between the 2012-2013 school year and the 2013-2014 school year.	White: 72% Black: 45% Hispanic: 50% Asian: n/a American Indian: n/a	White: 73% Black: 47% Hispanic: 52% Asian: n/a American Indian: n/a					
			5A.2. Please see Reading Goal 1.1	5A.2 Please see Reading Goal 1.1	5A.2 Please see Reading Goal 1.1	5A.2 Please see Reading Goal 1.1	5A.2 Please see Reading Goal 1.1
			5A.3. Please see Reading Goal 1.1	5A.3. Please see Reading Goal 1.1	5A.3. Please see Reading Goal 1.1	5A.3. Please see Reading Goal 1.1	5A.3. Please see Reading Goal 1.1
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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5B. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5B: The achievement gap within each ethnic group for reading achievement should decrease by 5% between the 2012-2013 school year and the 2013-2014 school year.	2012 Current Level of Performance:* **44%**	2013 Expected Level of Performance:* **47%**	5B.1. Please see reading Goal 1.3	5B.1. Please see reading goal 1.3	5B.1. Please see reading goal 1.3	5B.1. Please see reading goal 1.3	5B.1. Please see reading goal 1.3
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**

5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. Please see Reading Goal 1.2	5C.1. Please see Reading Goal 1.2	5C.1. Please see Reading Goal 1.2	5C.1. Please see Reading Goal 1.2	5C.1. Please see Reading Goal 1.2
Reading Goal #5C: The achievement gap within each ethnic group for reading achievement should decrease by 5% between the 2012-2013 school year and the 2013-2014 school year.	2012 Current Level of Performance:* **6%**	2013 Expected Level of Performance:* **10%**					
			5C.2. Please see Reading Goal 1.2	5C.2. Please see Reading Goal 1.2	5C.2. Please see Reading Goal 1.2	5C.2. Please see Reading Goal 1.2	5C.2. Please see Reading Goal 1.2
			5C.3. Please see Reading Goal 1.2	5C.3. Please see Reading Goal 1.2	5C.3. Please see Reading Goal 1.2	5C.3. Please see Reading Goal 1.2	5C.3. Please see Reading Goal 1.2
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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. Please see goal 2.1	5D.1. Please see Goal 2.1	5D.1. Please see Goal 2.1	5D.1. Please see Goal 2.1	5D.1. Please See Goal 2.1
Reading Goal #5D: The achievement gap within each ethnic group for reading achievement should decrease by 5% between the 2012-2013 school year and the 2013-2014 school year.	2012 Current Level of Performance:* **20%**	2013 Expected Level of Performance:* **24%**					

		5D.2. Please see goal 2.1	5D.2. Please see goal 2.1	5D.2. Please see goal 2.1	5D.2. Please see goal 2.1	5D.2. Please see goal 2.1
		5D.3 Please see goal 2.1	5D.3 Please see goal 2.1	5D.3 Please see goal 2.1	5D.3 Please see goal 2.1	5D.3 Please see goal 2.1

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	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
Differentiated Instruction	9-12	-Department Heads -Course specific PLC Facilitators -Reading Coach	All teachers Faculty Professional Development and on-going PLCs	-On-going -Demonstration classrooms	Classroom walk-throughs Optional peer teacher observations	Administration Team Reading Coaches Department Heads
Identifying and Creating Text-Dependent Questions to Deepen Reading Comprehension (K-12)	Grades 9-12	Reading Coach and Department Heads	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team Reading Coach Department Heads
Designing and Delivering a Close Reading Lesson Using in-Depth Questioning (K-12)	Grades 9-12	Reading Coach and Department Heads	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team Reading Coach Department Heads
IEP Training	9-12	ESE Teachers	ESE Teachers General Ed Teachers PLCs	On-going	Case Manager	ESE Specialist
ELL Strategies	9-12	English Language Learner Resource Teacher (ERT)	All teachers Faculty Professional Development and on-going PLCs	On-going	Classroom walkthroughs	Administration Team

End of Reading Goals

Algebra End-of-Course (EOC) Goals *(Middle and High Schools ONLY)

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

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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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Alg1. Students scoring proficient in Algebra (Levels 3-5). Algebra Goal #1: For the 2012-2013 school year, we will increase the students scoring a level 3 or above from 34% in 2011-2012 to 36%.	2012 Current Level of Performance:* **34%**	2013 Expected Level of Performance:* **36%**	1.1.	1.1. Cornell Note Taking System – the purpose of this strategy is to strengthen the students' understanding of the important mathematical concepts that will be covered on the EOC exam.	1.1. Who: Administrative Team Department Heads How: Administrative team will use the district formal and informal evaluation form to conduct observations.	1.1. Teacher Level: Teachers will meet in department meetings to discuss averages from unit assessments and Formative Assessments. PLC/Department Level: Department Head or PLC Lead teacher will report this data to the APC. Leadership Team Level: APC will focus on Algebra 1 courses and bring this data to the leadership team.	1.1. 3 or 4 times a year this will occur, based upon the county and state calendar. FAIR Testing: 3 times a year, a check for fluency and comprehension for reading. Semester Exams: These will be in every subject that the student takes. It occurs at the beginning of Formative Assessments: These assessments occur in Algebra, Geometry, and Biology. They are good predictors of student achievement on the EOC assessments. They are given three times a year in the above subjects. EOC: This includes the Algebra, Geometry, and Biology. It is given in the Spring to all students enrolled in the class. Also, a make-up administration is provided to those students who have not passed the Algebra, Geometry, and Biology exam. FCAT: This is given to 9th and 10th graders in the Spring to assess their reading skills. 11th and 12th graders are given this test as a re-take. It is assessed in both the fall and the spring
			1.2. Teachers have various skill levels with Costa's higher order questioning. Not all teachers focus on higher order thinking and questioning with their students.	1.2. Strategy Costa's Levels of Questioning—the purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through the use of higher order questioning strategies across all content areas.	1.2. Who Administrative Team Department Heads How Administrative will use the district provided pop-in form. Department Head will conduct walkthroughs	1.2. Teacher Level Teachers will meet in math department to discuss averages from unit assessments. PLC/Department Level Department Head will report this data to APC who will focus on Algebra I and Geometry regular courses and bring this data to	1.2. Please see above.

			Action Steps 1. AVID Site Team provides faculty with training and curriculum materials on higher order questioning. 2. School-wide training will be provided to faculty for higher-order questioning skills. 3. Math department will utilize backward design by looking at unit assessments before presenting unit lesson in order to plan effective lesson and identify essential skills. 4. Math department will decide on strategies to implement higher order questioning. 5. Teachers will administer the common assessment and review the data. 6. Teachers will bring back data to math department and share that information with members of department. 7. Based on the data, math department will use the problem-solving process to determine next steps of higher order strategy implementation		leadership team	
		1.3. Lack of understanding of implementation strategies for FCIM amongst teachers Training for teachers in correct techniques. Lack of time to collaborate with peers	1.3. <u>Strategy</u> FCIM—math teachers will plan, do, check, act based on weekly FCIM activities. Teachers will begin FCIM focusing on students' strengths, pulled from FAIR assessment. <u>Action Steps</u> Through data analysis of FCAT/EOC data results, math department will identify essential tested benchmarks for their students that need reinforcement and/or remediation. Math department will meet once a month after school	1.3. <u>Who</u> Administrative team Department Head <u>How</u> Logs-turned into administration; reading coach reviews logs, meets with APC, provides feedback. Pop-Ins-conducted by administration	1.3. Teachers in math department assess student note taking at the end of each unit. Math Department review effectiveness based on assessment data. AVID Site Team will facilitate monitoring among math department.	1.3. Please see above.

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
Alg2. Students scoring Achievement Levels 4 or 5 in Algebra.			2.1. See Goal 1	2.1. See Goal 1	2.1. See Goal 1	2.1. See Goal 1	2.1. 3 or 4 times a year this will occur, based upon the county and state calendar. FAIR Testing: 3 times a year, a check for fluency and comprehension for reading. Semester Exams: These will be in every subject that the student takes. It occurs at the beginning of Formative Assessments: These assessments occur in Algebra, Geometry, and Biology. They are good predictors of student achievement on the EOC assessments. They are given three times a year in the above subjects. EOC: This includes the Algebra, Geometry, and Biology. It is given in the Spring to all students enrolled in the class. Also, a make-up administration is provided to those students who have not passed the Algebra, Geometry, and Biology exam. FCAT: This is given to 9th and 10th graders in the Spring to assess their reading skills. 11th and 12th graders are given this test as a re-take. It is assessed in both the fall and the spring
Algebra Goal #2: In 2011-2012, 4% scored a level 4 or 5 on Algebra EOC. In 2012-2013, we will increase this to 6%.	2012 Current Level of Performance:* **4%**	2013 Expected Level of Performance:* **6%**					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

End of Algebra 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
Cornell Note Taking	Grades 9-12	Lead Teachers/AVID Site Team	All teachers school-wide.	PLCs – ongoing Early Release date periodically.	Administrators conduct targeted classroom walk-throughs or Pop-Ins to monitor implementation.	Principal and Administrative Team
Costa's / Bloom's Higher Level Questioning	Grades 9 - 12	Lead Teachers / AVID Site Team	All teachers school – wide PLC	PLCs- ongoing Demonstration classrooms.	Administrators conduct targeted classroom walk-throughs or Pop-Ins to monitor implementation.	Principal and Administrative Team
EOC PLC	Grades 9-10 Algebra I and Geometry	Annette Westwood	All Algebra I and Geometry teachers	PLCs – ongoing Early Release date periodically.	Administrators conduct targeted classroom walk-throughs or Pop-Ins to monitor implementation.	Principal and Administrative Team

End of Mathematics Goals

Writing/Language Arts Goals

Writing/Language Arts 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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Students scoring at Achievement Level 3.0 or higher in writing. Writing/LA Goal #1: In 2011-2012, students achieving a 4 or above on the FCAT Writing was 48%. For 2012-2013, we wish to increase the percentage of students achieving a 4 or above on the FCAT Writing to 53%.	2012 Current Level of Performance:* **48%**	2013 Expected Level of Performance:* **53%**	1.1. Social Studies teachers and students lack ongoing monitoring of progress with writing skills. Students lack higher level of vocabulary Students lack confidence to begin and continue with the writing process Social Studies teachers face the challenge of writing a comprehensive prompt Students have difficulty understanding what the prompt is asking.	1.1. Strategy: Student comprehension of course content/standards increase through participation in higher order thinking questioning techniques. This will promote writing skills which allow the students to grow in confidence and write using supporting details/evidence based on terminology and content. Action Steps: Using baseline data, writing goals will be established for each nine weeks and the data will be tracked using the Grade-quick system.	1.1. Who Principal APC Department Chair Peer and Mentor evaluators How PLC logs turned into APC Evidence of strategies in teachers' lesson plans seen during administration walk-throughs EET formal observations	1.1. Teacher Level Teachers maintain their assessments in the online grading systems. Teachers chart their students' individual progress towards mastery. PLC Department Level Social Studies PLCs will identify trends in student performance and collaborate to modify the instructional calendar and the strategies used. Leadership Team Level	1.1. 2-3x Per Year Honors 9th and 10th grade social studies students will write a "5-paragraph essay" at the end of each nine weeks. During Grading Period 9th grade social studies students will have sample writings in their interactive notebooks/portfolios. This will include weekly prompt practices as well as monthly practices in formal writing skills. 9th Students will peer evaluate writings.

| | | | Social Studies teachers face the challenge of writing a comprehensive prompt

Students have difficulty understanding what the prompt is asking. | WICOR (Writing, Inquiry, Collaboration, Organization, Reading) will be used as a framework for higher order questioning.

AVID department representative will provide social studies teachers with staff development in the appropriate use of Costas questioning techniques and WICOR instructional strategies.

Students will either keep writing portfolios or use the interactive notebooks to show their writing practices and the progress of their writing. This will include weekly "prompt" practice as well as monthly practices in formal writing skills.

Throughout the year, social studies teachers will share writing prompts and strategies to help students understand the prompts. | (peer/mentor and/or admin)

EET informal observations (peer/mentor and/or admin) | | |
| | | | 1.2.
Students do not know the content well enough to incorporate content facts as supporting evidence.

Students struggle with writing with a thesis in the content area. | 1.2.
Student writing will improve their content knowledge through RAFT activities, CIS, WICOR, Cornell notes, History Alive and teachers modeling effective writing styles. These strategies will increase student engagement and increase the comprehension of the course content; thus, increasing the effectiveness of writing with evidence.

Action Steps:
 Via social studies PLCs, teachers will participate in monthly discussion to share best practices such as History Alive, RAFT, peer editing, and how to best model writing.

Department AVID representative will conduct staff development sessions during which social studies teachers increase their | 1.2.
WHO
Principal
APC
Department Chair
Peer and Mentor evaluators

How
PLC logs turned into APC

Evidence of strategies in teachers' lesson plans seen during administration walk-throughs

EET formal observations (peer/mentor and/or admin)

EET informal observations | 1.2.
Teachers maintain their assessments in the online grading systems.

Teachers chart their students' individual progress towards mastery.

PLC Department Level
Social Studies PLCs will identify trends in student performance and collaborate to modify the instructional calendar and the strategies used.

Data will be used to identify effective higher order activities in future lessons. | 1.2.
9th and 10th grade social studies students will have sample RAFT, higher order activities, Cornell notes and History Alive activities in their notebooks |

		comfort level with WICOR strategies and making them more engaging for the learners. All social studies teachers will model argumentative essay style writing with a thesis and supporting evidence linking to common core and college board standards. This will be glued in their notebooks.	(peer/mentor and/or admin)		
		1.3.	1.3.	1.3.	1.3.

Writing/Language Arts 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
Writing Holistic Scoring Training	9-10	SS DH PLC facilitators Reading Coach	Social Studies Teachers PLC-grade level and vertical teams	On-going	PLC logs uploaded into folder on Sickles Internal	Principal APC PLC Facilitators DH Reading Coach
Mode-based Writing Training	9-10	SS DH PLC facilitators Reading Coach	Social Studies Teachers PLC-grade level and vertical teams	On-going	-Administrative Informal Observation - PLC logs uploaded into folder on Sickles Internal	Principal APC DH PLC Facilitators Reading Coach
WICOR Training and Pacing	9-10	SS DH PLC facilitators Reading Coach	Social Studies Teachers PLC-grade level and vertical teams	On-going	-Administration Informal Observations - PLC logs uploaded into folder on Sickles Internal	Principal APC DH PLC Facilitators Reading Coach

End of Writing Goals

Attendance Goal(s)

Attendance Goal(s)	Problem-solving Process to Increase Attendance

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Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Attendance Attendance Goal #1: The attendance rate will increase from 93% in 2011-2012 to 94% in 2012-2013. The number of students who have 10 or more unexcused absences throughout the school year will decrease from 250 in 2011-2012 to 200 in 2012-2013. The number of students who have 10 or more tardies to school throughout the school year will decrease from 234 in 2011-2012 to 180 in 2012-2013.	2012 Current Attendance Rate:* **93%** 2012 Current Number of Students with Excessive Unexcused Absences (10 or more) **250** 2012 Current Number of Students with Unexcused Excessive Tardies (10 or more) **234**	2013 Expected Attendance Rate:* **94%** 2013 Expected Number of Students with Excessive Unexcused Absences (10 or more) **200** 2013 Expected Number of Students with Unexcused Excessive Tardies (10 or more) **180**	1.1. Most students with excessive unexcused absences (10 or more) have personal or family struggles that contribute to his or her poor attendance.	1.1. The APSA's and Attendance Clerk will monitor excessive and consecutive absences and call parents of students who appear on that list.	1.1. APSA's will run attendance report on a monthly basis for review at administrative staff meetings.	1.1. The attendance committee will review attendance and data monthly.	1.1. Attendance Reports Tardy Reports Attendance Plan
			1.2. Due to other obligations, some parents habitually drop students off late to school.	1.2. APSA's will create a tardy policy that is conducive to the learning environment of the school, assigning consequences and contacting parents when appropriate and necessary.	1.2. Assistant Principals will meet with the attendance committee and social worker on a quarterly basis to review school data and get feedback from stakeholders.	1.2. The attendance committee will review attendance and data monthly.	1.2. Attendance Reports Tardy Reports Attendance Plan
			1.3. In a high school setting, many students drive and are not always responsible enough to get to school on time.	1.3. APSA's will place students who have 10+ absences on an attendance contract and will notify parents.	1.3. Student Affairs personnel will monitor the process.	1.3. The attendance committee will review attendance and data monthly.	1.3. Attendance Reports Tardy Reports Attendance Plan

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	PD Facilitator	PD Participants	Target Dates and Schedules	Strategy for Follow-up/Monitoring	Person or Position Responsible for

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and/or PLC Focus	Level/Subject	and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	(e.g. , Early Release) and Schedules (e.g., frequency of meetings)		Monitoring
Attendance Plan	9-12	AP	Attendance Committee	October	Meet and review attendance data monthly	AP
Tardy Monitoring	9-12	AP	As Needed	On-Going	Review individual students as needed	AP

End of Attendance Goals

Suspension Goal(s)

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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Suspension Suspension Goal #1: The total number of in – school suspensions will decrease from 1044 in 2011-2012 to 731 in 2012-2013 The total number of students suspended in school will decrease from 456 in 2011-2012 to 319 in 2012-2013 The total number of out-of-school suspensions (including ATOSS) will decrease from 330 in 2011-2012 to 169 in 2012-2013. The total number of students receiving out-of-school suspensions will decrease from 199 in 2011-2012 to 169 in 2012-2013.	2012 Total Number of In –School Suspensions **1044** 2012 Total Number of Students Suspended In-School **456** 2012 Number of Out-of-School Suspensions **330** 2012 Total Number of Students Suspended Out- of- School **199**	2013 Expected Number of In- School Suspensions **731** 2013 Expected Number of Students Suspended In -School **319** 2013 Expected Number of Out-of-School Suspensions **250** 2013 Expected Number of Students Suspended Out- of-School **169**	1.1. There needs to be common school-wide expectations and rules for appropriate classroom behavior.	1.1. Tier 1: Through Response to Intervention (RTI), and administrative guidance, support for positive behavior will be implemented to address school-wide expectations for classroom management.	1.1. Assistant Principals ESE Specialist School Psychologist School Social Worker	1.1. Assistant Principals will review data on discipline referrals and out-or school suspensions monthly.	1.1. CRYSTAL reports Discipline Referrals Suspension Data from the Mainframe and EdConnect
			1.2. Data indicated that there is a wide variation in the number of discipline referrals generated across classrooms.	1.2. Mentor teachers and department heads will reinforce expectations and word with new and struggling teachers to develop	1.2. Administration ESE Specialist Mentor Teachers Department Heads	1.2. Administration will review data on discipline referrals and out-of-school suspensions monthly in targeted classrooms.	1.2. Discipline Referrals Suspension Data from Mainframe and EdConnect

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			strategies for effective classroom management. Through the ESE department, FBA's will be written for those students whose IEP requires a behavior modification plan. Our ESE specialist and department head will assist teachers with implementation.			
		1.3. Some students may engage in poor behavior because he/she does not feel connected to the school.	1.3. A team of administrators, guidance counselors, and teachers will be assigned a group of 9th and 10th grade students to mentor. Each incoming Freshman receives an upper class mentor through "Gryphon Connection."	1.3. Guidance Administration	1.3. The discipline and attendance committee will review suspension data and determine the percent of students with 10 or more suspensions per semester. The team will review the data monthly.	1.3. Monthly suspension data from the Mainframe and EdConnect
		1.4 Some students (mostly 9th graders) feel overwhelmed by the start of a new school and act out accordingly.	1.4 Teacher will use the 9th grade Intervention Data Base to document student academic and behavior concerns.	1.4 Administration Guidance	1.4 Administration will print and preview the data during administrative staff meetings. Assistant Principals will monitor the data base and speak to individual students as necessary	1.4 9th grade Intervention Data Base

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
Gryphon Connection	9-12	Assistant Principal	School-Wide	Quarterly	Assistant Principal will train staff and meet quarterly with the committee to discuss effective strategies and review discipline data accordingly.	Bullying Committee Administration
Anti-Bullying	9-12	Assistant Principal	School-Wide	Quarterly	Assistant Principal will train staff and meet quarterly with the committee to discuss effective strategies and review discipline data accordingly.	Bullying Committee Administration

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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student 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. Resources are more devoted to academic progress of 9th and 10th grade students	1.1. Guidance counselors will begin senior checks prior to the end of the first nine weeks to monitor how seniors are performing academically and to make necessary adjustments as needed.	1.1. Who: Guidance Department How: Guidance Department Head will check logs kept by counselors to ensure that seniors checks are done.	1.1. Checking the logs monthly will demonstrate if the senior checks are occurring and if any counselor needs assistant in completing them.	1.1. Senior check Logs
The dropout rate will increase from 63% in 2011-2012 to 87% in 2012-3013.	2012 Current Dropout Rate:* **63%** 2012 Current Graduation Rate:* **85%** / 2013 Expected Dropout Rate:* **87%** 2013 Expected Graduation Rate:* **86%**					
		1.2. Attendance Lack of Monitoring	1.2. Guidance will use At-Risk chart to monitor At-Risk students	1.2. Administration will review monthly At-Risk chart at staff meetings.	1.2. Administration will target those students hw oar failing behind and in danger of not graduation; work closely with student, parents, and guidance	1.2. At-Risk Chart
		1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

Title I Schools – Please see the Parent Information Notebook (PIN) to view a copy of the Title I PIP.

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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: Based on the School Climate and Perception Survey for Parents, the percentage of parents who agree with the indicators under Communication will increase from 75% in 2012 to 77% in 2013.	2012 Present level of Parent Involvement **75%** / 2013 Expected level of Parent Involvement:* **77%**	1.1. - Not all teachers update edline on a frequent basis. - Not all teachers use edline to communicate events of classroom (posting of syllabus/assignments/etc.)	1.1. In an effort to increase the effectiveness of school's communication with parents, teachers will be encouraged to post to edline as often as possible and to use edline as a communication tool for announcements, assignments, course expectations,	1.1. Who Principal (or designee) How During October faculty meeting, teachers will be encouraged to implement this strategy. An email will follow-up.	1.1. Administration will monitor how often teachers post/update information to edline. Administration will review edline pages to evaluate how edline is being used by the teachers.	1.1. Specific parent survey results of the activity.
		1.2. --Not all teachers have activated their voicemail accounts.	1.2. Teachers will be reminded that they must activate and check voicemail accounts regularly.	1.2. Who Administration How By the end of first nine weeks, voicemail accounts will be checked to verify that all voicemails have been activated.	1.2. After reviewing the voicemail accounts, any teacher who hasn't activated their account will receive formal documentation requiring them to complete this task by a specific date.	1.2. Specific parent survey results of the activity.
		1.3.	1.3.	1.3.	1.3.	1.3.
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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
2. Parent Involvement Parent Involvement Goal #2:		2.1. --Not all parents know about tutoring options for students.	2.1. School will advertise tutoring schedule through edline,	2.1. Who Principal or designee	2.1. Tutoring attendance logs and PTSA Information Nights agenda will be	2.1. S Specific parent survey results of the activity.

	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*		parentlink calls, and PTSA Parent Information nights. Teachers will also be encouraged to communicate to parents of struggling students about tutoring options.	APC How Tutoring attendance logs will be monitored. Tutoring schedules will be posted on edline and parentlink calls made each semester. During Parent Information Nights, tutoring schedule will be on agenda.	collected	SCIP
Based on the School Climate and Perception Survey for Parents, the percentage of parents who agree with the indicators under Student Learning will increase from 74% to 77% in 2013.	**74%**	**77%**					
			2.1.	2.1.	2.1.	2.1.	2.1.
			2.1.	2.1.	2.1.	2.1.	2.1.

Parent Involvement Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Parent Communication	9-12	Principal	School-Wide	October Faculty Meeting	Edline Voicemail Activity Account	Principal or Designee

End of Parent Involvement Goal(s)

Health and Fitness 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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Health and Fitness Goal	1.1. Students' limitations,	1.1. High school students will engage	1.1. Principal	1.1. Checking of student schedules	1.1. Student Schedules

Health and Fitness Goal #1:	2012 Current Level :*	2013 Expected Level :*	including physical and/or emotional	in a minimum of two semesters of physical education in grades 9-12.	Guidance Counselors APC		Master Schedule
During the Fall of 2012-2013 school year, the number of students scoring in the "Healthy Fitness Zone" (HFZ) on the Pacer for assessing aerobic capacity and cardiovascular health will increase from 59% to 62%	**59%**	**62%**					
			1.2. Students' limitations, including physical and/or emotional	1.2. Health and physical activity initiatives developed and implemented by the school's H.E.A.R.T. team.	1.2. H.E.A.R.T Team	1.2. H.E.A.R.T. team Notes/Agenda	1.2. PACER Test Component of FITNESSPROGRAM PACER for assessing cardiovascular health.
			1.3. Students' limitations, including physical and/or emotional	1.3. Five physical education classes per week of a minimum of two semesters in grades 9-12 with a certified physical education teacher.	1.3. Physical Education Teacher	1.3. Classroom walk-throughs of PE classes by Principal and/or administrative team.	1.3. PACER Test Component of FITNESSPROGRAM PACER for assessing cardiovascular health.

Health and Fitness Goals Professional Development

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

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

Continuous Improvement 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

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

Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
1. Continuous Improvement Goal Continuous Improvement Goal #1: The percentage of teachers who strongly agree with the indicator that "teachers meet on a regular basis to discuss their students' learning, share best practices, problem solve and develop lessons/assessments that improve student performance (under Teaching and Learning)" will increase from 72% in 2012 to 79% in 2013.	2012 Current Level :* **72%**	2013 Expected Level :* **79%**	1.1. There is still confusion on how to conduct PLCs that are focused on deepening the knowledge base of teachers and improving student performance by the implementation of the Plan-Do-Check-Act model. -Still confusion on how the Plan-Do-Check-Act model works. -Still some resistance to staff members attending PLCs and/or arriving on time to meetings. -Teachers asking for more PLC collaboration time. Possibility of waiver will be explored.	1.1. The leadership team will become trained on the use of the PLC "Unit of Instruction" log that follows the Plan-Do-Check-Act model. Subject Area Leader and/or PLC facilitators will guide their PLCs through the Plan-Do-Check-Act model for units of instruction. The work will be recorded on PLC logs that are reviewed by the Leadership Team.	1.1. Who Principal Leadership Team Subject Area Leaders PLC facilitators	1.1. "Quick" PLC informal surveys will be administered during the school year every two months. The Leadership Team will aggregate the data and share outcomes of the school-wide results with their PLCs. The data will provide direction for future PLC training.	1.1. PLC Logs posted to the conference.
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Continuous Improvement 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.

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

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

End of Additional Goal(s)

NEW Goal(s) For the 2012-2013 School Year

NEW Reading Florida Alternate Assessment Goals

A. **Florida Alternate Assessment: Students scoring proficient in reading (Levels 4-9).**			A.1. See Reading Goal 5d.	A.1. See Reading Goal 5d.	A.1. See Reading Goal 5d.	A.1. See Reading Goal 5d.	A.1. See Reading Goal 5d.
Reading Goal A: The percentage of students scoring a level 4 or higher on the 2013 FAA will increase by at least 1%.	2012 Current Level of Performance:* **20%**	2013 Expected Level of Performance:* **22%**					
			A.2.	A.2.	A.2.	A.2.	A.2.
			A.3.	A.3.	A.3.	A.3.	A.3.
B. **Florida Alternate Assessment: Percentage of students making Learning Gains in reading.**			B.1. See Reading Goal 5d.	B.1 See Reading Goal 5d. .	B.1. See Reading Goal 5d.	B.1. See Reading Goal 5d.	B.1. See Reading Goal 5d.
Reading Goal B: The percentage of students making learning gains on the 2013 FAA will increase by at least 1%.	2012 Current Level of Performance:* **62%**	2013 Expected Level of Performance:* **66%**					
			B.2.	B.2.	B.2.	B.2.	B.2.
			B.3.	B.3.	B.3.	B.3.	B.3.

NEW 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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
C. Students scoring proficient in Listening/Speaking. CELLA Goal #C: The percentage of students scoring proficient on the 2013 Listening/Speaking section of the CELLA will increase from 69% to 72%	2012 Current Percent of Students Proficient in Listening/Speaking: **69%**	1.1. **See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4**	1.1. **See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4**	1.1. **See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4**	1.1. **See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4**	1.1. **See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4**
		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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
D. Students scoring proficient in Reading. CELLA Goal #D: The percentage of students scoring proficient on the 2013 Reading section of the CELLA will increase from 80% to 82%	2012 Current Percent of Students Proficient in Reading : **81%**	2.1. **See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4**	2.1. **See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4**	2.1. **See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4**	2.1. **See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4**	2.1. **See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4**
		2.2.	2.2.	2.2.	2.2.	2.2.

		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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
E. Students scoring proficient in Writing. CELLA Goal #E: The percentage of students scoring proficient on the 2013 Writing section of the CELLA will increase from 54% to 56%	2012 Current Percent of Students Proficient in Writing : **54%**	2.1. **See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4**	2.1. **See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4**	2.1. **See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4**	2.1. **See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4**	2.1. **See Reading ELL Goal 5C.1, 5C.2, 5C.3 and 5C.4**
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3	2.3	2.3	2.3	2.3

NEW Math Florida Alternate Assessment Goals

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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
F. Florida Alternate Assessment: Students scoring at in mathematics (Levels 4-9). Mathematics Goal F: The percentage of students scoring a Level 4 or higher on the 2013 FAA will increase by at least 1%.	2012 Current Level of Performance:* **19%**	2013 Expected Level of Performance:* **22%**	F.1. **See Math Goal 5d**	F.1. **See Math Goal 5d**	F.1. **See Math Goal 5d**	F.1. **See Math Goal 5d**	F.1. **See Math Goal 5d**
			F.2.	F.2.	F.2.	F.2.	F.2.

		F.3.	F.3.	F.3.	F.3.	F.3.
G. Florida Alternate Assessment: **Percentage of students making Learning Gains in mathematics.**		G.1. **See Math Goal 5d**	G.1. **See Math Goal 5d**	G.1. **See Math Goal 5d**	G.1. **See Math Goal 5d**	G.1. **See Math Goal 5d**
Mathematics Goal G: The percentage of students making learning gains on the 2013 FAA will increase by at least 1%.	2012 Current Level of Performance:* **59%** / 2013 Expected Level of Performance:* **61%**					
		G.2.	G.2.	G.2.	G.2.	G.2.
		G.3.	G.3.	G.3.	G.3.	G.3.

NEW Geometry End-of-Course Goals *(High School ONLY)

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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**

H. Students scoring in the middle or upper third (proficient) in Geometry.			1.1. Teachers uncomfortable in changing their current note-taking system	1.1. Strategy: **Cornell Note Taking System** – the purpose of this strategy is to strengthen the core curriculum. Students' math skills will increase through the use of this system. Action Steps: 1. AVID Site Team provides faculty development in the use of Cornell note taking emphasizing the higher order questioning. 2. Math department will meet with PLC's and discuss progress of teacher and student use of strategy 3. Collaboration with AVID site team in maintaining effective note taking. 4. Teachers continue instruction of Cornell notes with curriculum. 5. Teacher assess student Cornell note taking. Teacher discusses results at department meetings.	1.1. Who Administrative Team Department Heads How Administrative team will use the district pop-in form. Department Head will conduct walkthroughs. 1st Grading Period Check 2nd Grading Period Check 3rd Grading Period Check	1.1. Teacher Level Teachers will meet in department meetings to discuss averages from unit assessments. PLC/Department Level Department Head or Lead PLC teacher will report this data to APC. Leadership Team Level APC will focus on Algebra I and Geometry regular courses and bring this data to the leadership team. 1st Grading Period Check 2nd Grading Period Check 3rd Grading Period Check	1.1. 2-3x Per Year Semester Exams During Grading Period Unit Assessments
To improve student's scoring in the middle and upper thirds by 2% on the Algebra EOC	2012 Current Level of Performance:* **79%**	2013 Expected Level of Performance:* **81%**				
			1.2. Teachers have various skill levels with Costa's or Blooms higher order questioning. Not all teachers focus on higher order thinking and questioning with their students.	1.2. Strategy Costa's/Bloom's Levels of Questioning—the purpose of this strategy is to strengthen the core curriculum. Students' math skills will improve through the use of higher order questioning strategies across all content areas. Action Steps 1. AVID Site Team provides faculty with training and curriculum materials on higher order questioning. 2. School-wide training will be	1.2. Who Administrative Team Department Heads How Administrative will use the district provided pop-in form. Department Head will conduct walkthroughs 1st Grading Period Check 2nd Grading Period Check	1.2. Teacher Level Teachers will meet in math department to discuss averages from unit assessments. PLC/Department Level Department Head will report this data to APC who will focus on Algebra I and Geometry regular courses and bring this data to leadership team	1.2. 2-3x Per Year Semester Exams During Grading Period Unit Assessments

			provided to faculty for higher-order questioning skills. 3. Math department will utilize backward design by looking at unit assessments before presenting unit lesson in order to plan effective lesson and identify essential skills. 4. Math department will decide on strategies to implement higher order questioning. 5. Teachers will administer the common assessment and review the data. 6. Teachers will bring back data to math department and share that information with members of department. 7. Based on the data, math department will use the problem-solving process to determine next steps of higher order strategy implementation.	3rd Grading Period Check		
		1.3. Lack of understanding of implementation strategies for FCIM amongst teachers Training for teachers in correct techniques. Lack of time to collaborate with peers.	1.3. FCIM—math teachers will plan, do, check, act based on weekly FCIM activities. Teachers will begin FCIM focusing on students' strengths, pulled from FAIR assessment. Action Steps Through data analysis of FCAT/EOC data results, math department will identify essential tested benchmarks for their students that need reinforcement and/or remediation. Math department will meet once a month after school	1.3. Who Administrative team Department Head How Logs-turned into administration; reading coach reviews logs, meets with APC, provides feedback. Pop-Ins-conducted by administration 1st Grading Period Check 2nd Grading Period Check 3rd Grading Period Check	1.3. Teachers in math department assess student note taking at the end of each unit. Math Department review effectiveness based on assessment data. AVID Site Team will facilitate monitoring among math department. 1st Grading Period Check 2nd Grading Period Check 3rd Grading Period Check	1.3. 2-3x Per Year Semester Exams During Nine Weeks Mini 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 group:	**Anticipated Barrier**	**Strategy**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
I. Students scoring in the upper third on Geometry.	2.1. See Math Goal 1	2.1. See Math Goal 1	2.1. See Math Goal 1	2.1. See Math Goal 1	2.1. See Math Goal 1

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

Geometry Goal I: **To improve student's scoring in the upper third by at least 1% on the Geometry EOC** **Combined with Math Goal #1**	2012 Current Level of Performance:* **51%**	2013 Expected Level of Performance:* **52%**					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

End of Geometry EOC Goals

NEW Science Florida Alternate Assessment Goal

Elementary, Middle and High 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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
J. Florida Alternate Assessment: Students scoring at proficient in science (Levels 4-9). Science Goal J: The percentage of students scoring a Level 4 or higher on the 2013 FAA will increase at least 1%.	2012 Current Level of Performance:* **39%**	2013 Expected Level of Performance:* **42%**	J.1. Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs To address this barrier, the APC will put a system in place for this school year.	J.1. SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations. -Throughout the school year,	J.1. Who Principal, Site Administrator, Assistance Principal How IEP Progress Reports reviewed by APC	J.1. Teacher Level -Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards	J.1. Progress Monitoring Semester Exams FAA

			teachers of SWD review students' IEPs to ensure that IEPs are implemented consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.		their PLC and/or individual SMART Goal. <u>PLC Level</u> -Using the individual teacher data, PLCs calculate the SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. - For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	
		J.2.	J.2.	J.2.	J.2.	J.2.
		J.3.	J.3.	J.3.	J.3.	J.3.

NEW 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**	**Fidelity Check** Who and how will the fidelity be monitored?	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**

K. Students scoring in the middle or upper third (proficient) in Biology.			1.1. Teachers using old materials and methods to achieve new goals.	1.1. Strategy **Cornell Note Taking System**—the purpose of this strategy is to strengthen the core curriculum. Students' science skills will increase through the use of this system. Action Steps 1. AVID Site Team provides faculty development in the use of Cornell note taking emphasizing the higher order questioning. 2. Science teachers meet and discuss progress of teacher and student use of strategy. 3. Collaboration with AVID site team in maintaining effective note taking. 4. Teachers continue instruction of Cornell notes with curriculum. 5. Teacher assess student Cornell note taking. 6. Teachers discuss results at science meetings.	1.1. Who Administrative Team Department Head How Administrative team will use the district provided pop-in form. Department Head will conduct walkthroughs. First Nine Week Check Emerging. Second Nine Week Check Third Nine Week Check	1.1. Teachers will meet in science department meetings and PLC meetings to discuss averages from unit assessments. Department Head will report this data to APC who will focus on ninth grade science courses and bring this data to leadership team. First Nine Week Check Emerging. Two formative tests have been administered. The first saw 65% of students pass; waiting for results for second formative exam. Second Nine Week Check Third Nine Week Check	1.1. 2-3x Per Year Semester Exams During Nine Weeks Unit Assessments Formative assessments sent from district
Biology Goal K: The percentage of students scoring in the middle and upper third on the 2013 End-of-Course Biology Exam will increase from 77% to 80%.	2012 Current Level of Performance:* **77%**	2013 Expected Level of Performance:* **80%**					
			1.2. Incorporating higher lever questioning – ie some teachers find this difficult	1.2. Strategy Costa's/Bloom's Levels of Questioning—the purpose of this strategy is to strengthen the core curriculum. Students' science skills will improve through the use of higher order questioning strategies across all content areas. Action Steps 1. AVID Site Team provides faculty with training and curriculum materials on higher order questioning. 2. School-wide training will be provided to faculty for higher-order questioning skills. 3. Science teachers will utilize backward design by looking at unit assessments before presenting unit lesson in order to plan effective lesson and identify essential skills. 4. Science teachers will decide	1.2. Who Administrative Team Department Head How Administrative will use the district provided pop-in form. Department Head will conduct walkthroughs. First Nine Week Check Emerging Second Nine Week Check Third Nine Week Check	1.2. Teachers will meet in science department to discuss averages from unit assessments. Department Head will report this data to APC who will focus on ninth grade science courses and bring this data to leadership team. First Nine Week Check Emerging. Two formative tests have been administered. The first saw 65% of students pass; waiting for results for second formative exam. Second Nine Week Check Third Nine Week Check	1.2. 2-3x Per Year Semester Exams During Nine Weeks Unit assessments

			on strategies to implement higher order questioning. 5. Teachers will administer the common assessment and review the data. 6. Teachers will bring back data to science department and share that information with members of department. 7. Based on the data, science department will use the problem-solving process to determine next steps of higher order strategy implementation.			
		1.3. -Lack of understanding of implementation strategies for FCIM amongst teachers Training for teachers in correct 5M techniques. Lack of time to collaborate with peers.	1.3. FCIM—science teachers will plan,do,check,act based on weekly FCIM activities. Teachers will begin FCIM focusing on students' strengths, pulled from FAIR assessment. Action Steps Through data analysis of FCAT data results, science department will identify essential tested benchmarks for their students that need reinforcement and/or remediation. Science department will meet once a month after school. PLC (Mondays) will focus on EOC progress.	1.3. Who Administrative team Department Head How Logs-turned into administration; department head, meets with APC, provides feedback. Pop-Ins-conducted by administration First Nine Week Check Emerging Second Nine Week Check Third Nine Week Check	1.3. Teachers in science department assess student note taking at the end of each unit. Science Department reviews effectiveness based on assessment data. AVID Site Team will facilitate monitoring among science department. First Nine Week Check Emerging. Two formative tests have been administered. The first saw 65% of students pass; waiting for results for second formative exam. Second Nine Week Check Third Nine Week Check	1.3. 2-3x Per Year Semester Exams During Nine Weeks Mini 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 group:		**Anticipated Barrier**	**Strategy**	Strategy	**Strategy Data Check** How will the evaluation tool data be used to determine the effectiveness of strategy?	**Student Evaluation Tool**
L. 55% of the students in AP science courses will pass the AP Exam.		2.1. New teachers (lack of experience)	2.1. Strategy: Work with experienced teachers Action Steps: Use PLC time to collaborate on	2.1. Who Administrative team Department Head How Logs-turned into	2.1. Teachers in science department assess student note taking at the end of each unit. Science Department reviews effectiveness based on assessment	2.1. 2-3x Per Year FRQ's and practice full length tests
Biology Goal L: **55% of Sickles HS students**	2012 Current Level of Performance:* 2013 Expected Level of Performance:*					

enrolled in Advanced Placement science courses (biology, chemistry, environmental science, physics) will pass the AP exam in May.	40%	50%		best practices and share strategies and techniques that have worked	administration; department head, meets with APC, provides feedback.	data.	
						PLC/Department Level As often as possible	During Grading Period Partial FRQ'a or partial tests (use some AP questions from released tests)
					1st Grading Period Check Emerging	1st Grading Period Check Emerging. Teachers report that Chemistry and Biology students are doing academically better this year. Physics students are the same as compared to last year. Environmental students are behind last year's group.	
					2nd Grading Period Check		
					3rd Grading Period Check	2nd Grading Period Check	
						3rd Grading Period Check	
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3	2.3	2.3	2.3	2.3

NEW Writing Florida Alternate Assessment Goal

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	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
M. Florida Alternate Assessment: Students scoring at 4 or higher in writing (Levels 4-9).			M.1. Need to provide a school organization structure and procedure for regular and on-going review of students' IEPs To address this barrier, the APC will put a system in place for this school year.	M.1. **Strategy** SWD student achievement improves through the effective and consistent implementation of students' IEP goals, strategies, modifications, and accommodations. -Throughout the school year, teachers of SWD review students' IEPs to ensure that IEPs are implemented	M.1. Who Principal, Site Administrator, Assistance Principal How IEP Progress Reports reviewed by APC	M.1. Teachers reflect on lesson outcomes and use this knowledge to drive future instruction. -Teachers use the on-line grading system data to calculate their students' progress towards their PLC and/or individual SMART Goal. PLC Level -Using the individual teacher data, PLCs calculate the	M.1. On-going writing prompts and assessments
Writing Goal M: The percentage of students scoring a Level 4 or higher on the 2013 FAA will maintain increase by at least 1%.	2012 Current Level of Performance:* 66%	2013 Expected Level of Performance:* 69%					

				consistently and with fidelity. -Teachers (both individually and in PLCs) work to improve upon both individually and collectively, the ability to effectively implement IEP/SWD strategies and modifications into lessons.		SMART goal data across all classes/courses. -PLCs reflect on lesson outcomes and data used to drive future instruction. -For each class/course, PLCs chart their overall progress towards the SMART Goal. <u>Leadership Team Level</u> -PLC facilitator/ Subject Area Leader/ Department Heads shares SMART Goal data with the Problem Solving Leadership Team. -Data is used to drive teacher support and student supplemental instruction.	
				M.2.	M.2.	M.2.	M.2.	M.2.
				M.3.	M.3.	M.3.	M.3.	M.3.

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

STEM Goal(s)		Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
<u>STEM Goal #1:</u> Implement/expand project/problem-based learning in math, science and CTE/STEM electives.		1.1. Need common planning time for math, science, social studies and other STEM teachers	1.1. -Explicit direction for STEM professional learning communities to be established. -Documentation of planning of units and outcomes of units in logs. -Increase effectiveness of lessons through lesson study and district metrics, etc	1.1. PLC or grade level lead -DH	1.1. Administrative	1.1. Logging number of project-based learning in math, science and CTE/STEM elective per nine week. Share data with teachers.

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

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity					
Please note that each Strategy does not require a professional development or PLC activity.					
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Project-based learning	9-12	PLC Leader	Science, math, social studies, and technology teachers PLCs	On-going	Administrator walk-throughs	Administration

End of STEM Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Fidelity Check Who and how will the fidelity be monitored?	Strategy Data Check How will the evaluation tool data be used to determine the effectiveness of strategy?	Student Evaluation Tool
CTE Goal #1: Increase number of students who took an industry certification exam from 45% to 62%	1.1. Increase student participation with industry certification exam and the passing rate.	1.1. CTE Teachers	1.1. Aggregate and analyze the data every quarter to develop next steps	1.1. Quarterly evaluate the number of students who have received industry certification.	1.1. School grade and numbers in the cell.

	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
Establishing or growing a CTSO.	9-12	District	CTE Teachers	October 2012	Log of events and attendance	CTE Contact Teacher

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		
X Priority	☐Focus	☐Prevent

- *Once the state has provided information, directions for how to upload the checklist will be posted on the School Improvement Icon.*

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.

X Yes   ☐ No

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

Describe the use of SAC funds.			
Name and Number of Strategy from the School Improvement Plan	Description of Resources that improves student achievement or student engagement	Projected Amount	Final Amount
Reading Goal #3 – In 9th and 10th grades, students making learning gains on the 2013 FCAT Reading will increase from 65% to 67%.	A teacher book study utilizing the book, Text Complexity, Raising Rigor in Reading, will better equip reading teachers when designing lessons and choosing informational articles as they prepare students for the demands of FCAT 2.0.	$249.50	
Increase writing scores measured by FCAT writing.	By showcasing student writing and artwork, we are encouraging students to practice more and increase their abilities while emphasizing the "real world" value of writing skills. Print 225 copies of Sickles Art & Writing magazine.	$504.78	
Movement of the 9th grade Bottom Quartile	Headsets/microphones are used in conjunction with the Read 180 software that helps students practice and improve their reading fluency, vocabulary, pronunciation, comprehension and reading	$300.00	

	speed.		
Improvement of FCAT Reading Achievement levels for Intensive Reading students in 10th and 11th grades.	Purchase high interest books for students to read. These books will be kept in the classroom library.	$500.00	
	Music Theater show kit will be purchased. The kit will be used to assist in bringing back theater to Sickles which helps with school climate and helps students keep an interest in school which assists with attendance rate.	$700.00	
Increase Writing Scores and Reading	Purchase 8 substitutes to provide teachers an opportunity to attend a 3 hour training on how to implement the Curriculum Instructional Sequence model. Cindy Robinson will provide the training.	$679.32	
School Improvement Coordinator	Assist with the funding of the incoming freshmen transition event.	$1103.08	
Graduation Rate	Freshmen transition event	$551.25	
Math Goal-Algebra Goal #1-Increase the students scoring a level 3 or above from 34% to 36%.	Purchase calculators for End of Course Exams	$500.00	
			557.77
		Additional SAC $	614.39
		New balance	1172.16
Final Amount Spent			