

FLORIDA DEPARTMENT OF EDUCATION



DRAFT School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Lincoln High School	District Name: Leon County
Principal: Allen Burch	Superintendent: Jackie Pons
SAC Chair: Tracey Hall	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

[School Grades Trend Data](#) (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#) (Use this data to inform the problem-solving process when writing goals.)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

Administrators

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

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Allen Burch	Ed.S., M.A., University of Florida Educational Leadership Biology, 6-12	4	10	<p>Principal, Lincoln High School 2009-2012</p> <p>2011-2012-“B” school, 66% high standards in Reading, 67% in Math, 83% in Writing, 88% in middle and top third Geometry, 79% in middle and top third Biology. 67% made learning gains in Reading, 45% in Math. 60% of bottom 25% made gains in Reading. 2010-2011- “A” school, 58% high standards Reading, 77% in Math, 84% in Writing, 45% in Science. 58% made learning gains in Reading, 75% in Math. 44% of bottom 25% made gains in Reading, 62% in Math.</p> <p>2009-2010- “B” school, 56% high standards Reading, 81% in Math, 86% in Writing, 51% in Science. 56% made learning gains in Reading, 75% in Math. 45% of bottom 25% made gains in Reading, 57% in Math.</p> <p>Principal, Swift Creek Middle School 2006-2009</p> <p>2008-2009- “A” school, 81% high standards Reading, 76% in Math, 95% in Writing, 64% in Science. 67% made learning gains in Reading, 76% in Math. 65% of bottom 50% made gains in Reading, 69% in Math.</p> <p>2007-2008- “A” school, 77% high standards Reading, 79% in Math, 96% in Writing, 60% in Science. 68% made learning gains in Reading, 67% in Math. 50% of bottom 25% made gains in Reading, 71% in Math.</p> <p>2006-2007- “A” school, 75% high standards Reading, 75% in Math, 94% in Writing, 66% in Science. 59% made learning gains in Reading, 72% in Math. 52% of bottom 25% made gains in Reading, 62% in Math.</p>
Assistant Principal	David Wilson	M.S. Wichita State Educational Administration PE, 6-12 Math, 6-12	22	6	<p>Assistant Principal, Lincoln High School 2006-2012</p> <p>2011-2012-“B” school, 66% high standards in Reading, 67% in Math, 83% in Writing, 88% in middle and top third Geometry, 79% in middle and top third Biology. 67% made learning gains in Reading, 45% in Math. 60% of bottom 25% made gains in Reading. 2010-2011- “A” school, 58% high standards Reading, 77% in Math, 84% in Writing, 45% in Science. 58% made learning gains in Reading, 75% in Math. 44% of bottom 25% made gains in Reading, 62% in Math.</p> <p>2009-2010- “B” school, 56% high standards Reading, 81% in Math,</p>

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					<p>86% in Writing, 51% in Science. 56% made learning gains in Reading, 75% in Math. 45% of bottom 25% made gains in Reading, 57% in Math.</p> <p>Principal, Swift Creek Middle School 2006-2009</p> <p>2008-2009- “A” school, 81% high standards Reading, 76% in Math, 95% in Writing, 64% in Science. 67% made learning gains in Reading, 76% in Math. 65% of bottom 50% made gains in Reading, 69% in Math.</p> <p>2007-2008- “A” school, 77% high standards Reading, 79% in Math, 96% in Writing, 60% in Science. 68% made learning gains in Reading, 67% in Math. 50% of bottom 25% made gains in Reading, 71% in Math.</p> <p>2006-2007- “A” school, 75% high standards Reading, 75% in Math, 94% in Writing, 66% in Science. 59% made learning gains in Reading, 72% in Math. 52% of bottom 25% made gains in Reading, 62% in Math.</p>
Assistant Principal	Jason Koerner	M.Ed., University of West Florida Educational Leadership SS, 6-12	9	1	<p>Assistant Principal, Lincoln High School 2012</p> <p>2011-2012-“B” school, 66% high standards in Reading, 67% in Math, 83% in Writing, 88% in middle and top third Geometry, 79% in middle and top third Biology. 67% made learning gains in Reading, 45% in Math. 60% of bottom 25% made gains in Reading.</p>
Assistant Principal	Genae Crump	Ph.D., University of Florida Educational Leadership Elementary Education	1	1	<p>Assistant Principal, Lincoln High School 2012</p> <p>2011-2012-“B” school, 66% high standards in Reading, 67% in Math, 83% in Writing, 88% in middle and top third Geometry, 79% in middle and top third Biology. 67% made learning gains in Reading, 45% in Math. 60% of bottom 25% made gains in Reading.</p>

Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Ann Melder	M.A. University of West Florida Reading, K-12 NBCT	3.5	1	Reading Coach Lincoln High School 2009-2012 2011-2012-“B” school, 66% high standards in Reading, 67% in Math, 83% in Writing, 88% in middle and top third Geometry, 79% in middle and top third Biology. 67% made learning gains in Reading, 45% in Math. 60% of bottom 25% made gains in Reading. 2010-2011- “A” school, 58% high standards Reading, 77% in Math, 84% in Writing, 45% in Science. 58% made learning gains in Reading, 75% in Math. 44% of bottom 25% made gains in Reading, 62% in Math. 2009-2010- “B” school, 56% high standards Reading, 81% in Math, 86% in Writing, 51% in Science. 56% made learning gains in Reading, 75% in Math. 45% of bottom 25% made gains in Reading, 57% in Math. Principal, Swift Creek Middle School 2006-2009 2008-2009- “A” school, 81% high standards Reading, 76% in Math, 95% in Writing, 64% in Science. 67% made learning gains in Reading, 76% in Math. 65% of bottom 50% made gains in Reading, 69% in Math.

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Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Regular meetings of new teachers with Principal	Principal	On-going
2. Partnering new teachers with veteran staff	Assistant Principal	On-going
3. Soliciting referrals from current employees	Principal	N/A
4.		

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).
 *When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	

Staff Demographics

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
102	12.7	23.5	31.4	32.4	50	---	10.8	9.8	5.9

Teacher Mentoring Program/Plan

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

Mentee Assigned	Mentor Name	Rationale for Pairing	Planned Mentoring Activities
Almond, Stephanie (Biology)	Julie Brown	Julie is an experienced teacher with shared population and course load.	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. Time is given for the feedback, coaching and planning.

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Brown-Petrandis, Julia (English 1)	Elisa Hall	Elisa is an experienced teacher with shared population and course load.	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. Time is given for the feedback, coaching and planning.
Cruz- White, Irma (Pre-Calc)	Kris Maier	Kris is an experienced teacher with shared population and course load.	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. Time is given for the feedback, coaching and planning.
Gober, Terese (Algebra)	Katy Gimbel	Katy is an experienced teacher with shared population and course load.	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. Time is given for the feedback, coaching and planning.
Haarer, Kelley (Intensive Reading)	Ann Melder	Ann is an experienced teacher and Reading Coach with shared population and course load.	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. Time is given for the feedback, coaching and planning.
Norris, Karla (Media)	Bev Rogers	Bev is an experienced Media Specialist.	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. Time is given for the feedback, coaching and planning.
Ramirez, Brian (Algebra)	Jeremy Denton	Jeremy is an experienced teacher with shared population and course load.	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. Time is given for the feedback, coaching and planning.
Moreland, Elysia (Biology)	LaShawn McNeil	LaShawn is an experienced teacher with shared population and course load.	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. Time is given for the feedback, coaching and planning.

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Shepard, Sarah (English 1)	Elisa Hall	Elisa is an experienced teacher with shared population and course load.	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. Time is given for the feedback, coaching and planning.
Summers, Chris (HOPE)	Joe Vallese	Joe is an experienced teacher with shared population and course load.	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. Time is given for the feedback, coaching and planning.
Whiteford, Regan (ESE)	Jen Tibbitts	Jen is an experienced teacher with shared population and course load.	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. Time is given for the feedback, coaching and planning.
Pat Jones (American History)	Kathleen McCarron	Kathleen is an experienced teacher with shared population and course load.	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. Time is given for the feedback, coaching and planning.
Walker Hicken (American History)	Nick Bertram	Nick is an experienced teacher with shared population and course load.	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. Time is given for the feedback, coaching and planning.

Additional Requirements

Coordination and Integration-Title I Schools Only

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

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

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. Genae Crump- /Coordinator; Harriett Williams-Guidance Counselor; Nick Bertram-Teacher; Jeremy Denton, teacher; Christen Goad, teacher and Al Washington, District Community Specialist
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? MTSS/RtI Team will meet at various points throughout the school year, when necessary, to discuss student attendance, behavior, and academic struggles. This committee will help determine appropriate actions for students who require additional accommodations/scenarios for success.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP? MTSS/RtI team was formed to intervene for students who have been identified or targeted as potential drop-outs or could be experiencing personal crisis that have produced evidence of hindering their learning and academic progress.
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. MTSS/RtI Team will be reviewing and discussing students' report card grades, FCAT scores, and teacher evaluations. Data will be taken from the district-wide used GENESIS reports and teachers' evaluation forms.
Describe the plan to train staff on MTSS. Monthly held meetings will take place on campus (open door policy) for any teacher(s) who want to learn more about opportunity. In-service training (upon Principal Burch's approval) will be offered as one of the mandated faculty in-service trainings. Correspondence will be sent to faculty and staff announcing meetings and opportunities to learn more about MTSS/RTI.
Describe the plan to support MTSS.

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Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Ann Melder-Reading Coach, Jason Koerner- administrator, Elisa Hall, Christen Goad- ESE, Lynn Talley, Kelley Haarer, Jose Fiallos
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT will be run by Ann Melder, Literacy Coach, and will meet once a month.
What will be the major initiatives of the LLT this year? The LLT's purpose will be to develop and implement a school-wide reading initiative. It will plan activities for Celebrate Literacy Week in January, and it will support the administration's monthly professional development goals as they apply to literacy.

Public School Choice

- **Supplemental Educational Services (SES) Notification**

Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

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****Elementary Title I Schools Only: Pre-School Transition***

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

****Grades 6-12 Only*** Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

The implementation of reading across the curriculum has been incorporated into all school goals and strategies. Each teacher embeds their personal steps to improve the instruction of reading in the classroom into their Individual Professional Development Plan (IPDP) through improved planning, engagement and assessment strategies. Elective Courses in the vocational/ technology department are stream lining their curriculum working with several core teachers. They are developing a support structure for our business education program.

****High Schools Only***

Note: Required for High School-Sec. 1003.413(2)(g), (2)(j) F.S.

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

Lincoln High School works closely with core classes and community based schools to offer the following opportunities to students: Lively Aviation Maintenance, business principles, horticulture, early childhood development, culinary arts, DCT, On the Job Training (OJT), and Externship.

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?

The guidance department works directly with students to develop a productive educational plan. Our guidance department also works with local colleges and universities to provide grade level specific parent informational meetings.

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](#).

Lincoln High School encourages students to take college prep courses including advanced placement and dual enrollment. Lincoln encourages teacher discussion in these courses and has each student meet with a guidance counselor regarding their post secondary plans. 46% of Lincoln's graduating class qualified for college credit on at least one AP exam during their high school career and 41% qualified for the Florida Bright Futures Scholarships.

PART II: EXPECTED IMPROVEMENTS

August 2012

Rule 6A-1.099811

Revised April 29, 2011

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1. Level of teacher understanding in reading practices for highest impact.	1A.1. Book study focusing on Marzano's <i>The Art and Science of Teaching</i> , in particular establishing learning goals and high expectations for all students.	1A.1. Administrative team and teacher leaders	1A.1. Book study follow-up activities including lesson writing, common rubrics for the school, and observations.	1A.1. Implementation will be evaluated through walk-throughs and formal observations using the new evaluation tool.
Reading Goal #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>In grades 9-12, 26% of students will achieve proficiency on the 2013 FCAT reading test.</i>	23% (220)	26% (550)					
			1A.2. Teacher knowledge about research-based practices for student comprehension in a content area class.	1A.2. Incorporate key strategies from Marzano's <i>The Art and Science of Teaching</i> .	1A.2. Administrative team and teacher leaders	1A.2. Teachers will have peer and self-assessments. Student achievement will be tracked using student work samples and assessments.	1A.2. FCAT Scores, End of Course Assessment, Teacher Evaluation
			1A.3. Remediation for repeat test-takers	1A.3. Creating reading in the content areas. Teaming senior English and social studies teachers to teach reading strategies in the core.	1A.3. Reading coach and social studies teacher	1A.3. Review FCAT scores	1A.3. FCAT
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1. Insufficient standard-based instruction	1B.1. Implement high-yield instructional strategies	1B.1. Administration	1B.1. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes aligned to access points when appropriate *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	1B.1. Walkthroughs
Reading Goal #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>The percentage of identified students proficient in reading will increase by at least 5% as evidenced by performance on the FAA.</i>	14% (2)	Decrease # of level 1, 2, and 3					

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		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1. Level of teacher understanding in reading practices for highest impact.	2A.1. Developing Common Core practices, Utilizing Springboard, and DBQ Project.	2A.1. Literacy Coach	2A.1. Teachers will meet to discuss best practices, will participate in peer observations, and will analyze pre and post student data.	2A.1. FCAT Scores and Practicum Portfolios
Reading Goal #2A: <i>In grades 9-12, 47% of the students tested will achieve above mastery for reading on the 2013 FCAT reading tests.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	43% (407)	47% (550)					
			2A.2. Teacher experience with complexity levels and common core standards.	2A.2. English teachers' participation in new FCAT Writing training which includes training on common core standards.	2A.2. English Department Chair and Literacy Coach	2A.2. Teachers will meet to discuss effectiveness of implementation of common core standards in their lesson plans.	2A.2. FCAT Scores
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.			2B.1. Lack of differentiation of instruction	2B.1. Provide formative assessments to inform differentiation in instruction	2B.1. Administration	2B.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2B1. Walkthroughs
Reading Goal #2B: <i>The percentage of identified students proficient in reading will increase by at least 5% as evidenced by performance on the FAA.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	71% (10)	Increase level 7s by 5%					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Students lack of exposure to complex texts	3A.1. To incorporate Springboard reading materials, Achieve 3000, and other sources of complex texts into the reading curriculum	3A.1. Reading Department	3A.1. Informal assessments, FAIR and FCAT data	3A.1. FCAT Scores
Reading Goal #3A: <i>In grades 9-12, 74% of students will make learning gains in reading.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	67% (609)	74% (550)					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1. Lack of student engagement	3B.1. Differentiate Instruction	3B.1. Administration	3b.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	3b.1. School Summary of observation section of teacher appraisal results IPI data when available State instructional walkthroughs when applicable
Reading Goal #3B: <i>The percentage of identified students proficient in reading will increase by at least 5% as evidenced by performance on the FAA.</i>	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	45% (5)	100% of all students taking FAA will make learning gains Increase proficiency of all students taking FAA by 10%					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. Instructors unfamiliarity with implementation of Springboard and the process of close readings with other complex texts	4A.1. Implementation and integration of Springboard and Achieve 3000 into the Reading curriculum.	4A.1. Reading Department	4A.1. Informal and formal observations	4A.1. FCAT and FAIR data
Reading Goal #4: <i>In grades 9-12, 66% of the lowest 25% of students tested will make learning gains for reading on the 2013 FCAT reading test.</i>	<u>2012 Current Level of Performance:*</u> 60% (140)	<u>2013 Expected Level of Performance:*</u> 66% (550)					
			4A.2. Lack of teacher resources for teaching complex texts.	4A.2. The Reading Department will conduct a book study: Text Complexity: Raising Rigor in Reading	4A.2. Literacy coach, Reading Department	4A.2. Informal and formal observations, evaluation of lesson plans and student work	4A.2. FCAT and FAIR data
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%. Reading Goal #5A: <i>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), students performing at proficiency level in reading will increase by 18% annually.</i>	Baseline data 2010-2011 62%		65%	68%	71%	74%	78%	81%
	Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:*	5B.1. White: Black: Hispanic: Asian: American Indian:	5b.1.	5b.1.	5b.1.	5b.1.	
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in reading.			5C.1. Lack of differentiation of instruction	5C.1. Differentiate Instruction	5C.1. Administration	5C.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5C.1. Lesson Plans & Walkthroughs
<u>Reading Goal #5C:</u> <i>ELL students (LY, LF) making adequate progress in reading in 2013 will increase by a minimum of 10%.</i>	<u>2012 Current Level of Performance:*</u> 58% (7)	<u>2013 Expected Level of Performance:*</u> 100% of ELL students will make learning gains and increase proficiency by 10%					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.			5D.1. Lack of differentiation of instruction	5D.1. Differentiate Instruction	5D.1. AP who evaluates teacher	5D.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)	5D.1. Lesson Plans & Walkthroughs
<u>Reading Goal #5D:</u> <i>SWD making adequate progress in reading in 2013 will increase by a minimum of 6%.</i>	<u>2012 Current Level of Performance:*</u> 70% (54)	<u>2013 Expected Level of Performance:*</u> 100% of all SWD students to make learning gains					

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						*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs.	
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. Lack of differentiation of instruction	5E.1. Differentiate Instruction	5E.1. Administration	5E.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	5E.1. Lesson Plans & Walkthroughs
Reading Goal #5E: <i>Economically Disadvantaged students making adequate progress in reading in 2013 will increase by a minimum of 10%.</i>	<u>2012 Current Level of Performance:*</u> 58% (107)	<u>2013 Expected Level of Performance:*</u> 100% of economically disadvantaged students will make learning gains and increase proficiency by 10%					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
<i>Adolescent Literacy Book Study</i>	9-12	Ann Melder	9-12 Intensive reading teachers, English & ESE	Lunch or 7 th period	Lessons, reflections, and observation	Ann Melder
<i>Marzano's The Art & Science of Teaching Book Study</i>	9-12	Department Heads/Administrators	School-wide	Monthly faculty meetings and outside school day- blogging, book study.	Monthly small group meetings to share classroom experiences, administrative observations utilizing iObservation.	Department Chairs, Administration.
Reading in the Content Areas	9-12	Reading Coordinator	9 th and 10 th grade English and SS teachers	Monthly meetings and outside school day as needed.	Train the trainer activities to increase reading strategies in the core academic classes.	Reading Coordinator, Administration.
Marzano Strategies	9-12	PD Teacher	School-wide	Monthly and after school	Administrator observations	Administration

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Reading Budget (Insert rows as needed)

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

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking. CELLA Goal #1: <i>The percentage of ELL students proficient in listening and speaking English will increase by at least 1% as indicated by performance on the CELLA.</i>	2012 Current Percent of Students Proficient in Listening/Speaking: 72% [18]	1.1. Language barrier to be able to understand the English spoken language by listening to it and understanding it	1.1. Consistent monitoring of student's progress by communicating with students/parents/student's teachers	1.1. Dr. Genae Crump	1.1. Data Analysis	1.1. CELLA test results
		1.2. Consistent monitoring of ensuring classroom teachers are implementing recommended ELL strategies	1.2. Make sure progress reports are shared with students/parents each 9 week period	1.2. ESOL Coordinator	1.2. Evaluation of progress reports, report cards, and testing	1.2. CELLA test results
		1.3. Consistent communication with student on his/her progress in the program.	1.3. Consistent monitoring of teachers to ensure ESOL strategies are being used in the classroom	1.3. Dr. Genae Crump	1.3. Evaluation of progress reports, report cards, and testing	1.3. CELLA test results
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading. CELLA Goal #2: <i>The percentage of ELL students proficient in reading English will increase by at least 1% as indicated by performance on the CELLA.</i>	2012 Current Percent of Students Proficient in Reading: 39% [18]	2.1. Language barrier to be able to read the English language and comprehend what is read	2.1. Consistent monitoring of student's progress by communicating with students/parents/student's teachers	2.1. Dr. Genae Crump	2.1. Data Analysis	2.1. CELLA test results and/or FCAT reading results
		2.2. Consistent monitoring of ensuring classroom teachers are implementing recommended ELL strategies	2.2. Make sure progress reports are shared with students/parents each 9 week period	2.2. ESOL Coordinator	2.2. Evaluation of progress reports, report cards, and testing	2.2. CELLA test results
		2.3. Consistent communication with student on his/her progress in the	2.3. Consistent monitoring of teachers to ensure ESOL strategies are being	2.3. Dr. Genae Crump	2.3. Evaluation of progress reports, report cards, and testing	2.3. FCAT reading results

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		program.	used in the classroom			
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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		2.1. Language barrier to be able to understand the English language by being able to write in the English language	2.1. Consistent monitoring of student's progress by communicating with students/parents/student's teachers	2.1. Dr. Genae Crump	2.1. Data Analysis	2.1. CELLA test results
CELLA Goal #3:	2012 Current Percent of Students Proficient in Writing :					
<i>The percentage of ELL students proficient in writing English will increase by at least 1% as indicated by performance on the CELLA.</i>	39% [18]	2.2. Consistent monitoring of ensuring classroom teachers are implementing recommended ELL strategies	2.2. Make sure progress reports are shared with students/parents each 9 week period	2.2. ESOL Coordinator	2.2. Evaluation of progress reports, report cards, and testing	2.2. CELLA test results
		2.3. Consistent communication with student on his/her progress in the program.	2.3. Consistent monitoring of teachers to ensure ESOL strategies are being used in the classroom	2.3. Dr. Genae Crump	2.3. Evaluation of progress reports, report cards, and testing	2.3. CELLA test results

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CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

Elementary School Mathematics Goals

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

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

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

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

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

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%. Mathematics Goal #5A: <i>Enter narrative for the goal in this box.</i>	Baseline data 2010-2011							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B: <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u> <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<u>2013 Expected Level of Performance:*</u> <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	
			5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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

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

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

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

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

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

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

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011							
	Mathematics Goal #5A: <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	Mathematics Goal #5B: <i>Enter narrative for the goal in this box.</i>	2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:* <i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.
				5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
				5B.3.	5B.3.	5B.3.	5B.3.	5B.3.

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

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

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

High School Mathematics Goals			Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1: <i>Students assessed by Florida Alternate Assessment performed at levels 4,5, or 6 will improve by a minimum of 10%.</i>			1.1. Insufficient standard based instruction	1.1. Set and communicate a purpose for learning and learning goals in each lesson	1.1. Administration	1.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1.1. Walkthroughs & Lesson Plans		
			2012 Current Level of Performance:*	2013 Expected Level of Performance:*	1.2. Insufficient standard based instruction	1.2. Implement High Yield Instructional Strategies	1.2. Administration	1.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background	1.2. Walkthrough
			36% (5)	Decrease levels 1, 2, and 3	1.3. Insufficient standard based instruction	1.3. Increase instructional rigor	1.3. Administration	1.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of	1.3. Walkthrough iObservation Results

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					standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.		2.1. Lack of differentiation of instruction	2.1. Provide formative assessments to inform differentiation in instruction	2.1. Administration	2.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA Access Points	21. Walkthroughs
Mathematics Goal #2: Students assessed using Florida Alternate Assessment will improve by 10% in 2013.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
	50% (7)	Increase level 7 by 10%				
			2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</p> <p>Mathematics Goal #3:</p> <p><i>Students making learning gains in math will meet or exceed the state level of performance in 2013.</i></p>	<p>2012 Current Level of Performance:*</p> <p>45% (5)</p>	<p>2013 Expected Level of Performance:*</p> <p>100% of students will make learning gains</p>	<p>3.1. Lack of student engagement</p>	<p>3.1. Differentiate Instruction</p>	<p>3.1. Administration</p>	<p>3.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level</p> <p>*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs)</p> <p>*Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments</p> <p>*Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.</p>	<p>3.1. School Summary of observation section of iObservation results</p> <p>IPI data when available</p> <p>State instructional walkthroughs when applicable</p>
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.

End of Florida Alternate Assessment High School Mathematics Goals

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

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra 1.			1.1. Variety of background knowledge for students	1.1. Common board configuration including objectives, essential questions, date, agenda, and homework assignment.	1.1. Administrative Team	1.1. Focused walkthroughs by administration will be used to ensure all math teachers are using common board configurations.	1.1. Reports generated from walkthroughs.
Algebra 1 Goal #1: In grade 9-12, 55% of students will achieve mastery on the 2013 administration of the Algebra 1 EOC.	2012 Current Level of Performance:* 50(185)	2013 Expected Level of Performance:* 55					
			1.2. Lack of student involvement in class	1.2. Strategies from Marzano's <i>The Art and Science of Teaching</i>	1.2. Administrative Team	1.2. Administration observations	1.2. Progress of students on assessments and teacher evaluations
			1.3. Students lack essential skills and concepts from middle school	1.3. Implementing Springboard in 9 th grade and Algebra courses.	1.3. Department chairs and administration	1.3. Monitor student progress on assessments throughout the school year and administration observations.	1.3. Progress of students on assessments and teacher evaluations
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			2.1. Need for increased rigor in course work.	2.1. Incorporate review of prior topics, skills, and concepts from a more advanced standpoint.	2.1. Department course groups, with a group leader. Advisory teachers from courses that come after students' current course.	2.1. Peer observations, team teaching.	2.1. Progress of students on assessments.
Algebra Goal #2: In grade 9-12, 20 % of students will achieve above proficiency on the 2013 administration of the Algebra 1 EOC.	2012 Current Level of Performance:* 17(64)	2013 Expected Level of Performance:* 20					
			2.2. Lack of student involvement in class	2.2. Strategies from Marzano's <i>The Art and Science of Teaching</i>	2.2. Administrative Team	2.2. Administration observations	2.2. Progress of students on assessments and teacher evaluations
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011		50%	58%	62%	67%	70%	75%
	No data available							
Algebra 1 Goal #3A: <i>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), students performing at proficiency level in Algebra will increase by 25% annually.</i>								
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.			3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.	
Algebra 1 Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
	<i>Enter numerical data for current level of performance in this box.</i>							
	White:							
Black:								
Hispanic:								
Asian:								
American Indian:								
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.			3C.1. Lack of differentiation of instruction	3C.1. Differentiate Instruction	3C.1. Administration	3C.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	3C.1. Lesson Plans & Walkthroughs
Algebra 1 Goal #3C: All ELL Algebra 1 students will make adequate progress in 2013.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	No data available	100% of ELL students will make learning gains Increase proficiency of ELL students by 10%					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.			3D.1. Lack of differentiation of instruction	3D.1. Differentiate Instruction	3D.1. Administration	3D.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level	3D.1. Lesson Plans & Walkthroughs
Algebra 1 Goal #3D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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All Algebra SWD will make satisfactory progress in 2013.	50% (25)	100% of all SWD students will make learning gains Increase proficiency of SWD students by 10%				*Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are	
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.			3E.1. Lack of differentiation of instruction	3E.1. Differentiate Instruction	3E.1. Administration	3E.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse	3E.1. Lesson Plans & Walkthroughs
Algebra 1 Goal #3E: <i>All Economically Disadvantaged Algebra students will make adequate progress in 2013.</i>	2012 Current Level of Performance:* 42% (37)	2013 Expected Level of Performance:* 100% of Economically Disadvantaged students will make learning gains Increase proficiency of Economically Disadvantaged students by 10%					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Algebra 1 EOC Goals

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

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1. Variety of background knowledge for students	1.1. Common board configuration including objectives, essential questions, date, agenda, and homework assignment.	1.1. Administrative Team	1.1. Focused walkthroughs by administration will be used to ensure all math teachers are using common board configurations.	1.1. Reports generated from walkthroughs.
Geometry Goal #1:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In grade 9-12, 35% of students will achieve mastery on the 2013 administration of the Geometry EOC.	31(120)	35					
			1.2. Lack of student involvement in class	1.2. Strategies from Marzano's <i>The Art and Science of Teaching</i>	1.2. Administrative Team	1.2. Administration observations	1.2. Progress of students on assessments and teacher evaluations
			1.3. Students lack essential skills and concepts from middle school	1.3. Implementing Springboard in 9 th grade and Geometry courses.	1.3. Department chairs and administration	1.3. Monitor student progress on assessments throughout the school year and administration observations.	1.3. Progress of students on assessments and teacher evaluations
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1. Need for increased rigor in course work.	2.1. Incorporate review of prior topics, skills, and concepts from a more advanced standpoint.	2.1. Department course groups, with a group leader. Advisory teachers from courses that come after students' current course.	2.1. Peer observations, team teaching.	2.1. Progress of students on assessments.
Geometry Goal #2:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In grade 9-12, 63% of students will achieve mastery on the 2013 administration of the Geometry EOC.	57(216)	63					
			2.2. Lack of student involvement in class	2.2. Strategies from Marzano's <i>The Art and Science of Teaching</i>	2.2. Administrative Team	2.2. Administration observations	2.2. Progress of students on assessments and teacher evaluations
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years			2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2011-2012 Middle Third 31% (120)		36%	39%	41%	45%	47%
	Geometry Goal #3A: <i>Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), students performing at proficiency level in Geometry will increase by 15.5% annually.</i>						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.	Geometry Goal #3B: 2012 Current Level of Performance:* <i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	2013 Expected Level of Performance:*	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.
			3B.2.	3B.2.	3B.2.	3B.2.	
			3B.3.	3B.3.	3B.3.	3B.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.			3C.1. Lack of differentiation of instruction	3C.1. Differentiate Instruction	3C.1. Administration	3C.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	3C.1. Lesson Plans & Walkthroughs
Geometry Goal #3C: <i>All ELL students will make learning gains in Geometry.</i>	<u>2012 Current Level of Performance:*</u> <i>No data available</i>	<u>2013 Expected Level of Performance:*</u> 100% of ELL students will make learning gains Increase proficiency of ELL students by 10%					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.			3D.1. Lack of differentiation of instruction	3D.1. Differentiate Instruction	3D.1. Administration	3D.1. Content materials are differentiated by student	3D.1. Lesson Plans & Walkthroughs
Geometry Goal #3D:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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All SWD students will make learning gains in Geometry.	No data available	100% of SWD students will make learning gains Increase proficiency of SWD students by 10%				interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
				3D.3.	3D.3.	3D.3.	3D.3.

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			3E.1. Lack of differentiation of instruction	3E.1. Differentiate Instruction	3E.1. Administration	3E.1. Content materials are differentiated by student interests, cultural background, prior knowledge of content, and skill level *Content materials are appropriately scaffolded to meet the needs of diverse learners (learning readiness and specific learning needs) *Models, examples and questions are appropriately scaffolded to meet the needs of diverse learners *Teachers provide small group instruction to target specific learning needs. *These small groups are flexible and change with the content, project and assessments *Students are provided opportunities to demonstrate or express knowledge and understanding in different ways, which includes varying degrees of difficulty.	3E.1. Lesson Plans & Walkthroughs
Geometry Goal #3E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
All Economically Disadvantaged students will make learning gains in Geometry.	22% (16)	100% of Economically Disadvantaged students will make learning gains Increase proficiency of Economically Disadvantaged students by 10%					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities						
Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Marzano's <i>The Art & Science of Teaching</i> Book Study	9-12	Department Heads/ Administrators	School-wide	Monthly faculty meetings and outside school day- blogging, book study.	Monthly small group meetings to share classroom experiences, administrative observations utilizing iObservation.	Department Chairs, Administration.
Reading in the Content Areas	9-12	Reading Coordinator	9 th and 10 th grade English and SS teachers	Monthly meetings and outside school day as needed.	Train the trainer activities to increase reading strategies in the core academic classes.	Reading Coordinator, Administration.
EOC Progress Monitoring	Algebra 1 and Geometry	Department Head	All students taking algebra 1 and geometry	Quarterly	Monthly department meetings to discuss progress monitoring scores and classroom strategies.	Department Chair
Marzano Strategies	9-12	PD Teacher	School-wide	Monthly and after school	Administrator observations	Administration

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Mathematics Budget (Insert rows as needed)

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

End of Mathematics Goals

Elementary and Middle School Science Goals

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

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

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

End of Elementary and Middle School Science Goals

Florida Alternate Assessment High School Science Goals

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

High School Science Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1.1. Insufficient standard based instruction	1.1. Set and communicate a purpose for learning and learning goals in each lesson	1.1. Administration	1.1. Determine Lesson: *Is aligned with a course standard or benchmark and to the district/school pacing guide *Begins with a discussion of desired outcomes and learning goals *Includes a learning goal/essential question *Includes teacher explanation of how the class activities relate to the learning goal and to answering the essential question *Focuses and/or refocuses class discussion by referring back to the learning goal/essential question *Includes a scale or rubric that relates to the learning goal is posted so that all students can see it *Teacher reference to the scale or rubric throughout the lesson	1.1. Walkthroughs & Lesson Plans
Science Goal #1: <i>Students assessed by Florida Alternate Assessment performed at levels 4,5, or 6 will improve by a minimum of 10%.</i>	2012 Current Level of Performance:* 67% (4)	2013 Expected Level of Performance:* Decrease levels 1, 2, and 3					
			1.2. Insufficient standard based instruction	1.2. Implement High Yield Instructional Strategies	1.2. Administration	1.2. Determine: *Lesson focuses on essential learning objectives and goals by specifically stating the purpose for learning, lesson agenda and expected outcomes *Student readiness for learning occurs by connecting instructional objectives and goals to students' background knowledge, interests, and personal goals, etc. *Explicit Instruction; Modeled Instruction; Guided Practice	1.2. Walkthroughs

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					with Teacher Support and Feedback; Guided Practice with Peer Support and Feedback; and Independent Practice occur	
		1.3. Insufficient standard based instruction	1.3. Increase instructional rigor	1.3. Administration	1.3. Evidence of: Teachers provide instruction which is aligned with the cognitive complexity levels of standards and benchmarks The cognitive complexity of models, examples, questions, tasks, and assessments are appropriate given the cognitive complexity level of grade-level standards and benchmarks Students are provided with appropriate scaffolding and supports to access higher order questions and tasks	1.3. Walkthroughs Observation Results
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.		2.1. Lack of differentiation of instruction	2.1. Provide formative assessments to inform differentiation in instruction	2.1. Administration	2.1. Determine: *Teachers regularly assess students' readiness for learning and achievement of knowledge and skills during instruction *Teachers facilitate effective classroom activities and tasks that elicit evidence of learning *Teachers collect both formal and informal data regarding students' learning and provide feedback regularly to students regarding their personal progress throughout the lesson cycle *Teachers utilize data to modify and adjust teaching practices and to reflect on the needs and progress of students aligned to FAA access points	2.1. Walkthroughs
Science Goal #2: <i>Students assessed by Florida Alternate Assessment performing at level 7 or higher in science will increase by a minimum of 20%.</i>	<u>2012 Current Level of Performance:*</u> 0	<u>2013 Expected Level of Performance:*</u> Increase level 7 by 5%				
			2.2.	2.2.	2.2.	2.2.

End of Florida Alternate Assessment High School Science Goals

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

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

Biology 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology 1.			1.1. Variety of background knowledge for students	1.1. Common board configuration including objectives, essential questions, date, agenda, and homework assignment.	1.1. Administrative Team	1.1. Focused walkthroughs by administration will be used to ensure all math teachers are using common board configurations.	1.1. Reports generated from walkthroughs.
Biology 1 Goal #1: In grade 9-12, 35% of students will achieve mastery on the 2013 administration of the Biology 1 EOC.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	30(141)	35					
			1.2. Retention of course content.	1.2. Use item analysis to guide re-teaching and extension activities will be used to address these weakness	1.2. Administrative Team	1.2. Focused walkthroughs by administration will be used to ensure all math teachers are using common board configurations.	1.2. Reports generated from walkthroughs.
			1.3. Reading Comprehension of students	1.3. Students receive vocabulary and CARS (Content Area Reading Strategies) instruction.	1.3. Principal, Administrative team, Science department chair, Science classroom teachers	1.3. Collegial discussions of student nine-weeks course grades.	1.3. Biology EOC Scores
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.			2.1. Variety of background knowledge for students	2.1. Common board configuration including objectives, essential questions, date, agenda, and homework assignment.	2.1. Administrative Team	2.1. Focused walkthroughs by administration will be used to ensure all math teachers are using common board configurations.	2.1. Reports generated from walkthroughs.
Biology 1 Goal #2: In grade 9-12, 54% of students will achieve mastery on the 2013 administration of the Biology 1 EOC.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	49(227)	54					
			2.2. Retention of course content.	2.2. Re-teaching and extension activities will be used to address these weaknesses.	2.1. Administrative Team	2.1. Focused walkthroughs by administration will be used to ensure all math teachers are using common board	2.1. Reports generated from walkthroughs.

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					configurations.	
		2.3 Test anxiety	2.3 The increased use of practice tests.	2.3. Administrative Team	2.3. Collegial discussions of student nine-weeks course grades.	2.3. Biology EOC Scores

End of Biology 1 EOC Goals

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Marzano's <i>The Art & Science of Teaching</i> Book Study	9-12	Department Heads/ Administrators	School-wide	Monthly faculty meetings and outside school day- blogging, book study.	Monthly small group meetings to share classroom experiences, administrative observations utilizing iObservation.	Department Chairs, Administration.
Reading in the Content Areas	9-12	Reading Coordinator	9 th and 10 th grade English and SS teachers	Monthly meetings and outside school day as needed.	Train the trainer activities to increase reading strategies in the core academic classes.	Reading Coordinator, Administration.
EOC Progress Monitoring	Biology	Department Head	All students taking biology	Quarterly	Monthly department meetings to discuss progress monitoring scores and classroom strategies.	Department Chair
Marzano Strategies	9-12	PD Teacher	School-wide	Monthly and after school	Administrator observations	Administration

Science Budget (Insert rows as needed)

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

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			Subtotal:
			Total:

End of Science Goals

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Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1. Time management to implement best practices.	1A.1. Students will use the writing process daily; all writing will be dated and recorded in a portfolio for monitoring growth over time and demonstrate an active revision and editing process.	1A.1. Administrative team and Classroom teachers	1.1. Administration will monitor revision and editing process through individual teacher instructional accountability, walk-throughs, and informal and formal observations.	1.1. Demonstrated progress from the 9 th grade WUR to the 1 st and 2 nd WUR of 10 th grade and portfolios.
Writing Goal #1A:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
In grades 9-12, 85% of 10 th grade students will achieve a 4.0 on the 2013 administration of the FCAT Writing Test.	83(383)	85					
			1A.2. Lack of student involvement in class	1A.2. Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts.	1A.2. Administrative Team	1A.2. Math Head will assist teachers in the creation of centers and stations, and administration will ensure activities are implemented.	1A.2. Progress of students on assessments.
			1A.3. Students do not retain essential skills and concepts from previous school year	1A.3. Teachers incorporate more spiral review of prerequisite skills and newly learned material throughout the school year. Establish department-wide skill assessments and cumulative tests in core courses.	1A.3. Department course groups, with a group leader.	1A.3. Monitor student progress on assessments throughout the school year.	1A.3. Progress of students on assessments.
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Writing Goal #1B:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
<i>Enter narrative for the goal in this box.</i>	100(4)	100					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

Writing Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Marzano's <i>The Art & Science of Teaching</i> Book Study	9-12	Department Heads/Administrators	School-wide	Monthly faculty meetings and outside school day- blogging, book study.	Monthly small group meetings to share classroom experiences, administrative observations utilizing iObservation.	Department Chairs, Administration.
Reading in the Content Areas	9-12	Reading Coordinator	9 th and 10 th grade English and SS teachers	Monthly meetings and outside school day as needed.	Train the trainer activities to increase reading strategies in the core academic classes.	Reading Coordinator, Administration.
Marzano Strategies	9-12	PD Teacher	School-wide	Monthly and after school	Administrator observations	Administration

Writing Budget (Insert rows as needed)

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

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			Subtotal:
			Total:

End of Writing Goals

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

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

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

Civics Professional Development

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

Civics Budget (Insert rows as needed)

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

End of Civics Goals

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

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

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

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

U.S. History Professional Development

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

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

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

End of U.S. History Goals

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

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Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Resistance to changes in attendance policy	1.1. Full-time Attendance Committee that will respond to excessive absent students in a timely manner	1.1. Dr. Genae Crump	1.1. Progress Monitoring throughout each quarter and monthly reporting, which includes analyzing attendance data	1.1. Genesis system reports
Attendance Goal #1: <i>Decrease number of students with excessive absences by 25%</i>	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
	95.7% [1853]	96% [1950]					
	2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)					
	693	520					
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)						
N/A	N/A						
			1.2. Consistent communication with parents/students	1.2. Provide consistent consequences for attendance violators to help deter students truant behavior	1.2. Administrative Team	1.2. Evaluation of Genesis attendance reports	1.2. Genesis reports
			1.3. Consistent implementation of attendance policy	1.3. Hall monitors are assigned around school to help deter student skipping	1.3. Dr. Genae Crump	1.3. Evaluation of Genesis attendance reports	1.3. Genesis reports

Attendance Professional Development

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

Attendance Budget (Insert rows as needed)

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

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1. Students ability to handle ongoing conflicts	1.1. Mediation provided by guidance	1.1. David Wilson	1.1. Monitoring the number of mediation meeting and suspensions.	1.1. Suspension and mediation reports.
Suspension Goal #1:	2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions					
	413	371					
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School					
	<i>Enter numerical data for expected number of students suspended in-school</i>						
	2012 Total Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions					
	136	122					
	2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School					
	10	<i>Enter numerical data for expected number of students suspended out-of-school</i>					
			1.2. Limited Resources	1.2. Guidance will provide students information to address their needs. Counseling and guidance will be provided along with referral to other services.	1.2. Administration Team	1.2. Reviewing the number of repeat offenders	1.2. Suspension reports.
			1.3.	1.3.	1.3.	1.3.	1.3.

Suspension Professional Development

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

Suspension Budget (Insert rows as needed)

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

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention			1.1. Student motivation	1.1. Guidance will be involved with the students and will provide graduation checks at the end of their junior year and the beginning of the senior year.	1.1. Administration team	1.1. Referencing progress reports of at risk students.	1.1. Progress reports and end of the year graduation rates.
Dropout Prevention Goal #1: <i>Increase the graduation rate by 4%.</i> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	0	0					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	93.7%	97.7%					
			1.2. Lack of student support	1.2. Graduation coach providing information to at risk students.	1.2. Administration team	1.2. Referencing progress reports of at risk students.	1.2. Progress reports and end of the year graduation rates.
			1.3. Students earning 24 credits in a 6 period day	1.3. Designated E-Lab with over 60 computer stations open with extended hours to allow students an opportunity to use of the multiple credit recovery programs.	1.3. Administration team	1.3. Referencing progress reports of at risk students.	1.3. Progress reports and end of the year graduation rates.

Dropout Prevention Professional Development

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

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Dropout Prevention Budget (Insert rows as needed)

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

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.

Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1. Access	1.1. List serve, parent portal, Lincoln Log, and website links	1.1. Vogelgesang	1.1. Increased hits to the website	1.1. Website counter
Parent Involvement Goal #1: <i>Increase the number of visits to the Lincoln website by 10%.</i> <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>					
	N/A	N/A					
			1.2. Communication	1.2. Teachers are encouraged to contact parents of any student who is in jeopardy of failing a course.	1.2. Administrators	1.2. Teacher Documentation	1.2. Communication
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

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

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Parent Involvement Budget

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

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal #1: <i>In grade 9-12, 54% of students will achieve mastery on the 2013 administration of the Biology 1 EOC.</i>	1.1. Variety of background knowledge for students	1.1. Common board configuration including objectives, essential questions, date, agenda, and homework assignment.	1.1. Administrative Team	1.1. Focused walkthroughs by administration will be used to ensure all math teachers are using common board configurations.	1.1. Reports generated from walkthroughs.
	1.2. Retention of course content.	1.2. Re-teaching and extension activities will be used to address these weaknesses.	1.2. Administrative Team	1.2. Focused walkthroughs by administration will be used to ensure all math teachers are using common board configurations.	1.2. Reports generated from walkthroughs.
	1.3 Test anxiety	1.3 The increased use of practice tests.	1.3. Administrative Team	1.3. Collegial discussions of student nine-weeks course grades.	1.3. Biology EOC Scores

STEM Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Marzano's <i>The Art & Science of Teaching</i> Book Study	9-12	Department Heads/Administrators	School-wide	Monthly faculty meetings and outside school day- blogging, book study.	Monthly small group meetings to share classroom experiences, administrative observations utilizing iObservation.	Department Chairs, Administration.
EOC Progress Monitoring	Biology	Department Head	All students taking biology	Quarterly	Monthly department meetings to discuss progress monitoring scores and classroom strategies.	Department Chair
Marzano Strategies	9-12	PD Teacher	School-wide	Monthly and after school	Administrator observations	Administration

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STEM Budget (Insert rows as needed)

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

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: <i>Increase student achievement in grades 9-12 Career and Professional Education (CAPE) academies by 10%.</i>	1.1. CTE teacher is not certified with industry certification.	1.1. CTE teacher attends Professional Development Institute (PDI) sessions during summer and fall training for instruction in certification skills.	1.1. Administrative Team	1.1. Focused walkthroughs by administration will be used to ensure all math teachers are using common board configurations.	1.1. Reports generated from walkthroughs.
	1.2 Students not prepared for certification exam in timely manner.	1.2. Monitor and review student schedules with CTE teachers and guidance, to ensure enrollment of intermediate and advanced level courses, building strong academies.	1.2. Administrative Team	1.2. Focused walkthroughs by administration will be used to ensure all math teachers are using common board configurations.	1.2. Reports generated from walkthroughs.
	1.3 Enrollment is not strong enough for student completion of CTE program or acquiring skills necessary for certification.	1.3. Promote student development of certification goals and student awareness of industry	1.3. Administrative Team	1.3. Focused walkthroughs by administration will be used to ensure all math teachers are using common board configurations.	1.3. Reports generated from walkthroughs.

CTE Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Marzano's <i>The Art & Science of Teaching</i> Book Study	9-12	Department Heads/ Administrators	School-wide	Monthly faculty meetings and outside school day- blogging, book study.	Monthly small group meetings to share classroom experiences, administrative observations utilizing iObservation.	Department Chairs, Administration.
Reading in the Content Areas	9-12	Reading Coordinator	9 th and 10 th grade English and SS teachers	Monthly meetings and outside school day as needed.	Train the trainer activities to increase reading strategies in the core academic classes.	Reading Coordinator, Administration.
Marzano Strategies	9-12	PD Teacher	School-wide	Monthly and after school	Administrator observations	Administration

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CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

Additional Goal(s)

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

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

Additional Goals Professional Development

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

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

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

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total:
CELLA Budget	Total:
Mathematics Budget	Total:
Science Budget	Total:
Writing Budget	Total:
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
STEM Budget	Total:
CTE Budget	Total:
Additional Goals	Total:
	Grand Total:

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

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

Are you reward school? Yes No

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

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

Describe the activities of the SAC for the upcoming school year.
The School Advisory Council will meet regularly to address questions, concerns and suggestions that will improve the educational atmosphere at Lincoln High School. The LSAC will also review, provide input to the school improvement plan and the midyear report, and approve the use of all school improvement funds.

Describe the projected use of SAC funds.	Amount
In conjunction with title II and TEC funds the SAC funds will be assigned for professional development when assigned.	