

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

Florida Department of Education



DRAFT School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

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2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Avon Park High School	District Name: Highlands
Principal: Tealy Williams	Superintendent: Wally Cox
SAC Chair: Melanie Jackson	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
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Principal	Tealy Williams	Bachelors and Masters Areas of Certification: Business Education 6-12, Educational Leadership	2	7	<p>01/02 C – No on AYP 02/03 C – No on AYP 03/04 C – No on AYP 04/05 D – No on AYP 05/06 C – No on AYP 06/07 C – No on AYP Learning Gains: Reading – 49% Math – 69% Lowest 25% Learning Gains: Reading – 43% Math- 58%</p> <p>07/08 C – No on AYP Learning Gains: Reading – 51% Math – 74% Lowest 25% Learning Gains: Reading – 45% Math – 60%</p> <p>08/09 D - No on AYP Learning Gains: Reading - 49% Math - 68% Lowest 25% Learning Gains: Reading - 43% Math - 58%</p> <p>09/10 C - No on AYP Learning Gains: Reading - 45% Math 68% Lowest 25% Learning Gains: Reading 36% Math 53%</p> <p>10/11 D - No on AYP Learning Gains: Reading - 38% Math - 65% Lowest 25% Learning Gains: Reading - 39% Math - 60%</p> <p>All of the above while in administration at Sebring High School.</p> <p>11/12 Grade Pending Learning Gains: Reading – Reading 57% Math – 86%</p>
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					Lowest 25% Learning Gains: Reading – 61% Math – 65%
Assistant Principal	Sandra Johnson	Degree in Advanced Study for Educational Administration and Supervision, and a Master of Science Certifications: School Principal (All levels), Elementary Education (K-6), Health (K-12), Physical Education (K-12)	8	7	<p>2011-2012 Assistant Principal at Avon Park High: Grade Pending Learning Gains: Reading – Reading 57% Math – 86% Lowest 25% Learning Gains: Reading – 61% Math – 65%</p> <p>2010-2011 Assistant Principal at Avon Park High: Grade D Reading Mastery: Grade 33% Math: 65% Lowest 25% Learning Gains: Reading 39% Math 60%</p> <p>2009-2010 Assistant Principal at Avon Park High: Grade D Reading mastery: grade 39%. Math mastery: 69%. Writing mastery: 80%. Science mastery 23%. Our white students met AYP in Math. All other groups did not meet AYP in reading or math.</p> <p>2008-2009 Assistant Principal at Avon Park High: Grade D Reading Mastery 31% Math Mastery: 61% Science Mastery: 30% Our black students met AYP in Math. All other groups did not meet AYP in reading or math.</p> <p>2007-2008: Grade D, Reading Mastery: 33%, Math mastery: 56%, Science Mastery: 34%, All subgroups failed to make AYP.</p>

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Assistant Principal	Seth Lambert	Master of Science in Educational Leadership, Nova Southeastern University; B.A. in Social Science Education, Warner Southern College; School Principal K-12, Social Science 5-9	5	6	<p>2011-2012 Assistant Principal at Avon Park High School: Grade Pending Learning Gains: Reading – Reading 57% Math – 86% Lowest 25% Learning Gains: Reading – 61% Math – 65%</p> <p>2010-2011 Assistant Principal at Dundee Ridge Middle School: Grade B Did not make AYP, Economically Disadvantaged made AYP, Black students met AYP in Math, 79% AYP criteria met.</p> <p>2008-2009 Assistant Principal at Avon Park High: Grade D Reading Mastery: 31% Math Mastery: 61% Science Mastery: 30% Our black students met AYP in Math. All other groups did not meet AYP in Reading or Math.</p> <p>2007-2008: Grade D Reading Mastery: 33% Math Mastery: 56% Science Mastery: 34%, All subgroups failed to make AYP.</p> <p>2006-2007: Grade D Reading Mastery: 31% Math Mastery: 59% Science Mastery: 31%. Our white population met AYP in Math, all other sub groups did not make AYP.</p>
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Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading Coach	Jessica Thayer	Masters of Science in Educational Leadership, Bachelors of Science in Business Administration in Computers Informational Systems Reading Endorsed, Math 6-12, Middle Grades Math, Business K-12, and Educational Leadership	8	3	<p>2011-2012 LCRT at Avon Park High School: Grade Pending Learning Gains: Reading – Reading 57% Math – 86% Lowest 25% Learning Gains: Reading – 61% Math – 65%</p> <p>2010-2011 Literacy Coach Resource Teacher at Avon Park High: Grade D Reading Mastery: Grade 33% Math: 65% Lowest 25% Learning Gains: Reading 39% Math 60%</p> <p>2009-2010 Geometry teacher, school Grade D. Reading mastery: grade 39%. Math mastery: 69%. Writing mastery: 80%. Science mastery 23%. Our white students met AYP in Math. All other groups did not meet AYP in reading or math.</p> <p>2008-2009 Math teacher at Avon Park High: Grade D Reading Mastery 31% Math Mastery: 61% Science Mastery: 30%Our black students met AYP in Math. All other groups did not meet AYP in reading or math.</p> <p>2007-2008: Grade D, Reading Mastery: 33%, Math mastery: 56%, Science Mastery: 34%, All subgroups failed to make AYP.</p>

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Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1.		
2.		
3.		
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
5	

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
59	01% [1]	10% [6]	39% [23]	49% [29]	41% [24]	91% [54]	15% [9]	03% [2]	24% [14]

Teacher Mentoring Program/Plan

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Alex Daly	S. Wade Jackson	First year teacher	Clinical Education

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

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

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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/RtI leadership team.

Jessica Thayer - Reading Coach
Tealy Williams - Principal
Seth Lambert - Assistant Principal
Sandra Johnson - Assistant Principal
Ashley Ridenour – Guidance Counselor
Rosemary Webb – Guidance Counselor
Jennifer Langston – Guidance Counselor
Heather Simmons – School Psychologist
Frank Lyons – Dean

Describe how the school-based MTSS/RtI leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS/RtI efforts?

APHS MTSS/RtI team meets on a monthly basis to review student academic and behavioral data to screen for students who meet the district/school criteria for an RTI assessment. Selected members of the APHS MTSS/RtI team conduct transitional meetings with both feeder middle schools to review the records of any previously identified students who have been screened by the middle school RTI teams..

Describe the role of the school-based MTSS/RtI 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?

APHS MTSS/RtI works with APHS curriculum leadership team (CLT) to review and develop the school's improvement goals and strategies. Additionally, the APHS MTSS/RtI team coordinates delivery of remediation interventions for identified students and monitors their 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.

Reading, Math , Science, and Writing

Tier 1 - FCAT Reading and Math; Performance Matters Science and Math; FAIR; EOC Algebra, Geometry and Biology results are used to screen and monitor students.

Tier 2- FCAT Reading and Math; Performance Matters Science and Math; FAIR; EOC Algebra, Geometry and Biology; MAZE; Fast ForWord results are used to screen and monitor students.

Tier 3- FCAT Reading and Math; Performance Matters Science and Math; FAIR; EOC Algebra, Geometry and Biology; MAZE; Fast ForWord; AIMS Web; fluency passages results are used to screen and monitor students by the APHS RTI monitoring form.

Behavior - Use attendance and discipline referral reports to identify students exhibiting unacceptable behavior for which traditional interventions have proven unsuccessful..

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Describe the plan to train staff on MTSS.

Phase 1 - 2010-11 Staff participated in and completed the Florida Response to Intervention online modules; Administration and RTI Team participated in and completed District RTI trainings.

Phase 2 - 2011-12 Staff will continue ongoing professional development on academic Tier 1 and Tier 2 Interventions. Staff will receive tabletop training on identifying students and establishing Tier 3 Interventions. .

Phase 3: 2012-2013 Staff will become familiar with the change from RtI to MTSS

Describe the plan to support MTSS. APHs' plan to support MTSS includes engaging the assistance of Pam Kasardo, from DOE to provide professional development regarding the key components of multi-tiered systems of support and data-driven decision-making to our curriculum leadership, guidance support, and administration teams. Additionally to develop and implement an early warning system to facilitate the timely identification of off track students and students needing additional behavioral and instructional supports.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Tealy Williams, Principal

Seth Lambert, Assistant Principal

Sandra Johnson, Assistant Principal

Jessica Thayer, Literacy Curriculum Resource Teacher

Sabrina Williams - Social Studies Classroom Teacher

Maxine Johnson - English Classroom Teacher

Dawn Henderson- Math Classroom Teacher

Jenna Hancock - Science Classroom Teacher

Angel Harris - ESE Classroom Teacher

Joy Loomis - Vocational Classroom Teacher

Judy Santiago - Reading Classroom Teacher

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

The LLT meets monthly to evaluate the literacy needs of Avon Park High School, develop intervention strategies and implement these strategies across campus. The LCRT functions as the head of the LLT and implements and organizes the plans of the LLT. The content area teachers were chosen to participate based on their previous interest in literacy as evidenced by their completion of Content Area Reading Professional Development (CAR-PD).

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

1. "Read Like A Rock Star:" - A month long literacy emphasis when every student chooses a book. At various times during the day an administrator announces to the school that it is time to read like a rock star. Students who have their books and who read for the 15-20 minute period receive rewards and their names are placed in a drawing for prizes.
2. The LLT will assist, implement and provide professional development for campus wide reading strategies
 - a. Florida Reading Initiatives strategies
 - b. UNRaaVEL
 - c. THIEVES
3. Summer reading program - The English have a required summer reading list. The LLT will investigate bringing in other departments to participate.
4. The LLT will research reading instruction strategies to use in content area classroom and make recommendations for training the faculty.
5. The LLT will promote and model Literacy Rich Classrooms
6. The LLT will implement Reading Pullouts for seniors that have not passed FCAT and lowest quartile students
7. The LLT will support and promote creative literacy awareness activities for Literacy Week

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?

**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?

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?

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](#).

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.	1A.1. Core classroom instruction does not provide with fidelity appropriate levels of text complexity.	1A.1. Teachers will use grade level qualitative text to increase the text complexity in classroom instruction.	1A.1. Classroom Teacher Administration Literacy Curriculum Resource Teacher	1A.1. Summative Testing Formative Testing Observation	1A.1. FAIR assessment Classroom assessments		

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<u>Reading Goal #1A:</u>	<u>2012</u>	<u>2013</u>					
Student receiving	Current	Expected					
a proficient level	Level of	Level of					
(FCAT Level 3) in	Performance	Performance					
reading will improve	.*	.*					
by 6%							
	36% (81 students)	42% (95 students)					

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		1A.2. 77% of students receiving a proficient level only scored at the 80 th percentile in Literacy Analysis. Core Classroom Instruction does not provide with fidelity reading strategies that are aligned to support Literacy Analysis (Fiction/ Nonfiction)	1A.2. Teachers will utilize benchmark aligned reading strategies into their classroom instruction.	1A.2. Classroom Teacher Administration Literacy Curriculum Resource Teacher	1A.2. Summative Testing Formative Testing Observation	1A.2. FAIR assessment Classroom assessments	
		1A.3. Core Classroom Instruction does not provide with fidelity cognitive instruction at higher order thinking levels.	1A.3. Teachers will use higher order instruction (Bloom’s Taxonomy and/or Webb’s Depth of Knowledge) questions and activities to increase cognitive thinking.	1A.3. Classroom Teacher Administration Literacy Curriculum Resource Teacher	1A.3. Summative Testing Formative Testing Observation	1A.3. FAIR Assessment Classroom Assessment	

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<p>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</p>	<p>1B.1. Core Classroom Instruction does not provide with fidelity appropriate levels of text complexity.</p>	<p>1B.1. Teachers will use grade level qualitative text to increase the text complexity in classroom instruction</p>	<p>1B.1. Classroom Teacher Administration Literacy Curriculum Resource Teacher</p>	<p>1B.1. Summative Testing Formative Testing Observation</p>	<p>1B.1. FAIR Assessment Classroom Assessment</p>		
<p>Reading Goal #1B: Student scoring at levels 4, 5, and 6 in reading on the FAA will improve by 9%</p>	<p><u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u> .*</p>	<p><u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance</u> .*</p>					
	<p>45% (5students)</p>	<p>54% (6 students)</p>					
		<p>1B.2. Core Classroom Instruction does not provide with fidelity reading strategies that are aligned with the Alternate Assessment.</p>	<p>1B.2. Teachers will utilize benchmark aligned reading strategies into their classroom instruction.</p>	<p>1B.2. Classroom Teacher Administration Literacy Curriculum Resource Teacher</p>	<p>1B.2. Summative Testing Formative Testing Observation</p>	<p>1B.2. FAIR Assessment Classroom Assessment</p>	
		<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	

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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. Core Classroom Instruction does not provide with fidelity appropriate levels of text complexity.	2A.1. Teachers will use grade level qualitative text to increase the text complexity in classroom instruction	2A.1. Classroom Teacher Administration Literacy Curriculum Resource Teacher	2A.1. Summative Testing Formative Testing Observation	2A.1. FAIR Assessment Classroom Assessment		
<u>Reading Goal #2A:</u> Student receiving an above proficiency level (FCAT Level 4 and 5) in reading will improve by 2%	<u>2012 Current Level of Performance</u> .*	<u>2013 Expected Level of Performance</u> .*					
	<i>14% (32 students)</i>	<i>16% (36 students)</i>					

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		2A.2. Core Classroom Instruction does not provide with fidelity cognitive instruction at higher order thinking levels.	2A.2. Teachers will use higher order instruction (Bloom's Taxonomy and/or Webb's Depth of Knowledge) questions and activities to increase cognitive thinking.	2A.2. Classroom Teacher Administration Literacy Curriculum Resource Teacher.	2A.2. Summative Testing Formative Testing Observation	2A.2. FAIR Assessment Classroom Assessment	
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	<p>2A.3. 31% of students receiving at or above Achievement Level 4 only scored at the 80th percentile in Informational Text/ Research Process. Core Classroom Instruction does not provide with fidelity reading strategies that are aligned to support Informational Text/ Research Process</p>	<p>2A.3. Teachers will utilize benchmark aligned reading strategies into their classroom instruction.</p>	<p>2A.3. Classroom Teacher Administration Literacy Curriculum Resource Teacher</p>	<p>2A.3. Summative Testing Formative Testing Observation</p>	<p>2A.3. FAIR Assessment Classroom Assessment</p>	
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<p>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</p>	<p>2B.1. Core Classroom Instruction does not provide with fidelity appropriate levels of text complexity.</p>	<p>2B.1. Teachers will use grade level qualitative text to increase the text complexity in classroom instruction</p>	<p>2B.1. Classroom Teacher Administration Literacy Curriculum Resource Teacher</p>	<p>2B.1. Summative Testing Formative Testing Observation</p>	<p>2B.1. FAIR Assessment Classroom Assessment</p>		
<p><u>Reading Goal #2B:</u> Students receiving a 7 or above in reading will improve by 9%</p>	<p><u>2012 Current Level of Performance</u> .*</p>	<p><u>2013 Expected Level of Performance</u> .*</p>					
	<p>45.4% (5 students)</p>	<p>54% (6 students)</p>					
		<p>2B.2. Core Classroom Instruction does not provide with fidelity reading strategies that are aligned with the Alternate Assessment.</p>	<p>2B.2. Teachers will utilize benchmark aligned reading strategies into their classroom instruction.</p>	<p>2B.2. Classroom Teacher Administration Literacy Curriculum Resource Teacher</p>	<p>2B.2. Summative Testing Formative Testing Observation</p>	<p>2B.2. FAIR Assessment Classroom Assessment</p>	
		<p>2B.3.</p>	<p>2B.3.</p>	<p>2B.3.</p>	<p>2B.3.</p>	<p>2B.3.</p>	

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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>3A. FCAT 2.0: Percentage of students making learning gains in reading.</p>	<p>3A.1. 55% of the student not making learning gains scored below the 50th percentile on Informational Text/ Research Process. Core Classroom Instruction does not provide with fidelity reading strategies that are aligned with Informational Text/ Research Process.</p>	<p>3A.1. Teachers will utilize benchmark aligned reading strategies into their classroom instruction.</p>	<p>3A.1. Classroom Teacher Administration Literacy Curriculum Resource Teacher</p>	<p>3A.1. Summative Testing Formative Testing Observation</p>	<p>3A.1. FAIR Assessment Classroom Assessment</p>		

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Reading Goal #3A: The percentage of students making learning gains in reading will improve their level of performance by 3%.	2012 Current Level of Performance .*	2013 Expected Level of Performance .*					
	57% (129 Students)	60% (135 students)					
		3A.2. Core Classroom Instruction does not provide with fidelity cognitive instruction at higher order thinking levels.	3A.2. Teachers will use higher order instruction (Bloom’s Taxonomy and/or Webb’s Depth of Knowledge) questions and activities to increase cognitive thinking.	3A.2. Classroom Teacher Administration Literacy Curriculum Resource Teacher	3A.2. Summative Testing Formative Testing Observation	3A.2. FAIR Assessment Classroom Assessment	
		3A.3. Core Classroom Instruction does not provide with fidelity appropriate levels of text complexity.	3A.3. Teachers will use grade level qualitative text to increase the text complexity in classroom instruction	3A.3. Classroom Teacher Administration Literacy Curriculum Resource Teacher	3A.3. Summative Testing Formative Testing Observation	3A.3. FAIR Assessment Classroom Assessment	

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		3A.4. Implementa tion of new Reading Curriculum	3A.4. Teacher will all use the same materials (PW Impact, CIS Lessons and Article of the Week) to differential instruction for their students	3A.4. Classroom Teacher Administration Literacy Curriculum Resource Teacher	3A.4. Summative Testing Formative Testing Observation	3A.4. FAIR Assessment Classroom Assessment Maze Template Task PW Impact	
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1. Core Classroom Instruction does not provide with fidelity appropriate levels of text complexity.	3B.1. Teachers will use grade level qualitative text to increase the text complexity in classroom instruction	3B.1. Classroom Teacher Administration Literacy Curriculum Resource Teacher	3B.1. Summative Testing Formative Testing Observation	3B.1. FAIR Assessment Classroom Assessment		
Reading Goal #3B: Percentage of students making learning gains on the FAA for reading will increase by 10%	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u> .*	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance</u> .*					
	<i>Indicator not measured. No comparison data.</i>	<i>10% (1 students)</i>					

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		3B.2. Core Classroom Instruction does not provide with fidelity reading strategies that are aligned with the Alternate Assessment.	3B.2. Teachers will utilize benchmark aligned reading strategies into their classroom instruction.	3B.2. Classroom Teacher Administration Literacy Curriculum Resource Teacher	3B.2. Summative Testing Formative Testing Observation	3B.2. FAIR Assessment Classroom Assessment	
		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		
<p>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</p>	<p>4A.1. Core Classroom Instruction does not provide with fidelity reading strategies that are aligned with the FCAT tested benchmarks: Vocabulary, Reading Application, Literacy Analysis (Fiction/ Nonfiction) and Informational Text/ Research Process</p>	<p>4A.1. Teachers will utilize benchmark aligned reading strategies into their classroom instruction.</p>	<p>4A.1. Classroom Teacher Administration Literacy Curriculum Resource Teacher</p>	<p>4A.1. Summative Testing Formative Testing Observation</p>	<p>4A.1. FAIR Assessment Classroom Assessment</p>		

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Reading Goal #4:	2012 Current Level of Performance	2013 Expected Level of Performance					
The percentage of students in the lowest 25% making learning gains in reading will improve their level of performance by 2%.	.*	.*					
	61% (137 students)	63% (141 students)					
		4A.2. Students are lacking background knowledge needed to understand the text complexity of grade level passages.	4A.2. Teachers will use supplemental text to increase the understanding of text complexity on grade level passages	4A.2. Classroom Teacher Administration Literacy Curriculum Resource Teacher	4A.2. Summative Testing Formative Testing Observation	4A.2. FAIR Assessment Classroom Assessment	

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		4A.3. Fluency, students do not have sufficient background knowledge or reading ability to read grade level passages.	4A.3. Intensive Reading teachers will practice fluency on a daily basis	4A.3. Classroom Teacher Administration Literacy Curriculum Resource Teacher	4A.3. Summative Testing Formative Testing Observation	4A.3. FAIR Assessment Classroom Assessment Weekly Maze Tests	
		4A.4. Implementation of new School-wide Reading Curriculum	4A.4. Teacher will all use the same materials (PW Impact, CIS Lessons and Article of the Week) to differential instruction for their students	4A.4. Classroom Teacher Administration Literacy Curriculum Resource Teacher	4A.4. Summative Testing Formative Testing Observation	4A.4. FAIR Assessment Classroom Assessment Maze Template Task PW Impact	

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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 33% proficient	37	44	50	56	62	68
<u>Reading Goal #5A:</u> <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		

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<p>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</p>	<p>5B.1. Core Classroom Instruction does not provide with fidelity appropriate levels of text complexity.</p>	<p>5B.1. Teachers will use grade level qualitative text to increase the text complexity in classroom instruction.</p>	<p>5B.1. Classroom Teacher Administration Literacy Curriculum Resource Teacher</p>	<p>5B.1. Summative Testing Formative Testing Observation</p>	<p>5B.1. FAIR Assessment Classroom Assessment</p>		
<p><u>Reading Goal #5B:</u> The percentage of students making Adequate Yearly Progress (AYP) within each ethnic subgroup will increase by 4%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i> White:46% Black: 24% Hispanic: 33% Asian: N/A American: N/A Indian: N/A</p>	<p><i>Enter numerical data for expected level of performance in this box.</i> White: 50% Black: 28% Hispanic: 37% Asian: N/A American: N/A Indian: N/A</p>					

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		<p>5B.2. Core Classroom Instruction does not provide with fidelity reading strategies that are aligned with the FCAT tested benchmarks: White: Informational Text/ Research Process Black: Informational Text/ Research Process Hispanic: Informational Text/Research Process Asian: Reading Application American Indian: Literacy Analysis (Fiction/ Nonfiction)</p>	<p>5B.2. Teachers will utilize benchmark aligned reading strategies into their classroom instruction</p>	<p>5B.2. Classroom Teacher Administration Literacy Curriculum Resource Teacher</p>	<p>5B.2. Summative Testing Formative Testing Observation</p>	<p>5B.2. FAIR Assessment Classroom Assessment</p>	
		<p>5B.3. Core Classroom Instruction does not provide with fidelity cognitive instruction at higher order thinking levels.</p>	<p>5B.3. Teachers will use higher order instruction (Bloom’s Taxonomy and/or Webb’s Depth of Knowledge) questions and activities to increase cognitive thinking.</p>	<p>5B.3. Classroom Teacher Administration Literacy Curriculum Resource Teacher</p>	<p>5B.3. Summative Testing Formative Testing Observation</p>	<p>5B.3. FAIR Assessment Classroom Assessment</p>	

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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. Core Classroom Instruction does not provide with fidelity appropriate levels of text complexity.	5C.1. Teachers will use grade level qualitative text to increase the text complexity in classroom instruction.	5C.1. Classroom Teacher Administration Literacy Curriculum Resource Teacher	5C.1. Summative Testing Formative Testing Observation	5C.1. FAIR Assessment Classroom Assessment		
<u>Reading Goal #5C:</u> The percentage of English Language Learners (ELL) making Adequate Yearly Progress (AYP) will increase be 5%	<u>2012 Current Level of Performance</u> .* .*	<u>2013 Expected Level of Performance</u> .* .*					
	25% (6 students)	30% (7 students)					

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		5C.2 Core Classroom Instruction does not provide with fidelity reading strategies that are aligned with the FCAT tested benchmarks Informational Text/ Research Process	5C.2. Teachers will utilize benchmark aligned reading strategies into their classroom instruction.	5C.2. Classroom Teacher Administration Literacy Curriculum Resource Teacher	5C.2. Summative Testing Formative Testing Observation	5C.2. FAIR Assessment Classroom Assessment	
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		5C.3. Students are lacking background knowledge needed to understand the FCAT tested benchmarks: Vocabulary, Reading Application, Literacy Analysis (Fiction/ Nonfiction) and Informational Text/ Research Process	5C.3. Teachers will use supplemental text and reading strategies to increase the understanding of background knowledge for tested benchmarks.	5C.3. Classroom Teacher Administration Literacy Curriculum Resource Teacher	5C.3. Summative Testing Formative Testing Observation	5C.3. FAIR Assessment Classroom Assessment	
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</p>	<p>5D.1. Core Classroom Instruction does not provide with fidelity appropriate levels of text complexity.</p>	<p>5D.1. Teachers will use grade level qualitative text to increase the text complexity in classroom instruction</p>	<p>5D.1. Classroom Teacher Administration Literacy Curriculum Resource Teacher</p>	<p>5D.1. Summative Testing Formative Testing Observation</p>	<p>5D.1. FAIR Assessment Classroom Assessment</p>		
<p><u>Reading Goal #5D:</u> The percentage of students with disabilities making Adequate Yearly Progress (AYP) will increase by 4%.</p>	<p><u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u> <u>.*</u></p>	<p><u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance</u> <u>.*</u></p>					
	<p><i>13% (5 students)</i></p>	<p><i>17% (7 students)</i></p>					

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		<p>5D.2. Core Classroom Instruction does not provide with fidelity reading strategies that are aligned with the FCAT tested benchmarks Informational Text/ Research Process</p>	<p>5D.2. Teachers will utilize benchmark aligned reading strategies into their classroom instruction.</p>	<p>5D.2. Classroom Teacher Administration Literacy Curriculum Resource Teacher</p>	<p>5D.2. Summative Testing Formative Testing Observation</p>	<p>5D.2. FAIR Assessment Classroom Assessment</p>	
		<p>5D.3. Teachers need to become more familiar with student's personal Individual Education Plans (IEP) to provide students with appropriate strategies and support</p>	<p>5D.3. Teachers receive a list of Student's with Disabilities and have access to each student's IEP through A3 Software.</p>	<p>5D.3. Classroom Teacher Administration Literacy Curriculum Resource Teacher ESE Resource Teacher</p>	<p>5D.3. Summative Testing Formative Testing Observation</p>	<p>5D.3. FAIR Assessment Classroom Assessment</p>	

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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. Core Classroom Instruction does not provide with fidelity appropriate levels of text complexity.	5E.1. Teachers will use grade level qualitative text to increase the text complexity in classroom instruction	5E.1 Classroom Teacher Administration Literacy Curriculum Resource Teacher	5E.1. Summative Testing Formative Testing Observation	5E.1. FAIR Assessment Classroom Assessment		
<p><u>Reading Goal #5E:</u></p> <p>The percentage of economically disadvantaged students making Adequate Yearly Progress (AYP) will increase by 4%.</p>	<p><u>2012 Current Level of Performance</u></p> <p>.*</p>	<p><u>2013 Expected Level of Performance</u></p> <p>.*</p>					

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	29% (53 students)	33% (59 students)					
		5E.2. Core Classroom Instruction does not provide with fidelity reading strategies that are aligned with the FCAT tested benchmarks Informational Text/ Research Process	5E.2. Teachers will utilize benchmark aligned reading strategies into their classroom instruction.	5E.2. Classroom Teacher Administration Literacy Curriculum Resource Teacher	5E.2. Summative Testing Formative Testing Observation	5E.2. FAIR Assessment Classroom Assessment	
		5E.3. Core Classroom Instruction does not provide with fidelity cognitive instruction at higher order thinking levels.	5E.3. Teachers will use higher order instruction (Bloom's Taxonomy and/or Webb's Depth of Knowledge) questions and activities to increase cognitive thinking.	5E.3. Classroom Teacher Administration Literacy Curriculum Resource Teacher	5E.3. Summative Testing Formative Testing Observation	5E.3. FAIR Assessment Classroom Assessment	

Reading Professional Development

Professional Development (PD) aligned with Strategies						
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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
Reading Meetings	9-12/ALL	Administration/ LCRT	Reading Teachers	Bi-Monthly	Lesson Plans, Classroom Observations	Administration
LCRT	6-12/Reading	Kim Ervin (District Reading Specialist)	LCRT	Monthly	Meetings with Administration	Administration/District Reading Specialist
CIS	9-12/ALL	Jessica Thayer	All Teachers	Oct 8/Jan 30	Lesson Plans, Classroom Observations	Administration
Higher Order Thinking (BPA)	9-12/ALL	Jessica Thayer Seth Lambert	All Teachers	Oct 8	Lesson Plans/ Classroom Observations	Administration
Summarizing Strategies	9-12/ALL	Jessica Thayer Seth Lambert	All Teachers	Oct 8	Lesson Plans/ Classroom Observations	Administration
Rubric Writing	9-12/ALL	Jessica Thayer Seth Lambert	All Teachers	Nov 7/Jan 7	Lesson Plans/Classroom Observations	Administration
Common Core Training	9-12/ALL	Jessica Thayer Seth Lambert Sandra Johnson Tealy Williams	All Teachers	Sep 26/Oct 31	Lesson Plans/ Classroom Observations	Administration
2012-2013 School Data Overview	9-12/ALL	Seth Lambert Sandra Johnson Tealy Williams	All Teachers	Aug 13/Aug 17	Progress Monitoring and Unit based assessments	Administration
Seven Habits for Highly Effective Leaders	9-12/ALL	Covey Seth Lambert Sandra Johnson Tealy Williams	All Teachers	Aug 10, 13 & 14 May 15	Attendance and discipline trend data	Covey implementation team

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Revised April 29, 2011

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Reading Budget (Insert rows as needed)

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Read Like a Rock Star	Awards and recognition items to promote reading.	Grant and student recognition funds	\$500.00
Intensive Reading Supplemental Instruction (Pullouts)	Utilize retired reading endorsed teachers to provide supplemental instruction for lowest 25%.	District and Migrant	\$ 4000.00
Subtotal: 4500.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
FastFoward	Computer-based brain-based reading program.	District	
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

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in listening/speaking.	1.1. <u>Proficiency</u> – students are not proficient enough to be engaged in teacher-student interaction.	1.1. Increase opportunities for verbal interaction.	1.1. Classroom teachers, administration, ESOL paraprofessional.	1.1. Daily and weekly observation of students' performance.	1.1. CELLA	
CELLA Goal #1: Students scoring proficient in the listening and speaking will improve by 2% through speaking and listening strategies that focus on building background knowledge, engaging students in verbal interaction, and transitioning from the silent stage.	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					

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	26% (8).					
		1.2. Students do not have enough background knowledge or oral proficiency to communicate.	1.2. Scaffolding activities to help build background knowledge and oral proficiency.	1.2. Classroom teachers, administration, ESOL paraprofessional.	1.2. Daily and weekly observation of students' performance.	1.2. CELLA
		1.3. Continued increase in first year ELL students.	1.3. Personal assistance, language immersion, and lowering affective filters.	1.3. Classroom teachers, administration, ESOL paraprofessional.	1.3. Daily and weekly observation of students' performance.	1.3. CELLA
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.	2.1. <u>Vocabulary</u> – students do not understand words and definitions.	2.1. High Yield strategies, differentiated instruction, opportunities for reading and using new vocabulary.	2.1. Classroom teachers, administration, ESOL paraprofessional.	2.1. Daily and weekly observation of students' performance, formal testing, classroom assessments.	2.1. CELLA FAIR	
<u>CELLA Goal #2:</u> Student that score proficient in reading will improve by 2% through reading strategies that focus on vocabulary, fluency, and comprehension.	<u>2012 Current Percent of Students Proficient in Reading:</u>					
	0% (27).					

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		2.2. <u>Fluency</u> – students do not have sufficient reading ability to read grade level passages	2.2. High Yield strategies, differentiated instruction, opportunities for reading.	2.2. Classroom teachers, administration, ESOL paraprofessional.	2.2. Daily and weekly observation of students’ performance, formal testing, classroom assessments.	2.2. CELLA FAIR
		2.3. <u>Comprehension</u> – students do not possess strategies that will increase their reading comprehension	2.3. High Yield strategies, differentiated instruction, opportunities for reading.	2.3. Classroom teachers, administration, ESOL paraprofessional.	2.3. Daily and weekly observation of students’ performance, formal testing, classroom assessments.	2.3. CELLA FAIR
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. Students ‘lack the knowledge of writing in the English language.	2.1. Bilingual dictionary usage. Note sharing Personal assistance Note sharing Adapted environment Extended time Hands-on activities	2.1. Classroom teachers, administration, ESOL paraprofessional.	2.1. Summative testing Formative testing Observation	2.1. CELLA Practice writing prompts Classroom assessments	
<u>CELLA Goal #3:</u> Students scoring proficient in writing will improve by 2% through writing strategies that focus on grammar, writing process	<u>2012 Current Percent of Students Proficient in Writing :</u>					
	<i>36%(5 students)</i>					

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		2.2. Students' inability to write grammatically correct sentences.	2.2. Daily guided practice in writing complete sentences in English. Graphic organizers. Teacher assistance.	2.2. Classroom teachers, administration, ESOL paraprofessional.	2.2. Summative testing Formative testing Observation	2.2. CELLA Practice writing prompts Classroom assessments
		2.3.	2.3.	2.3.	2.3.	2.3.

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CELLA Budget (Insert rows as needed)

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

End of CELLA Goals

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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	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring		Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1.1. Teachers unfamiliar with FAA	1.1. Engage all ESE teachers in data disaggregation to ensure instructional matches assessment.	1.1. Administration and ESE resource teacher.		1.1. Evaluate progress monitoring data	1.1. Progress monitoring instruments/assessments		

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Mathematics Goal #1: Student scoring at levels 4, 5, and 6 in math on the FAA will improve by 9%	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u> .*	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance</u> .*					
	45% (5 students)	54% (6 students)					
		1.2. Lack of focused progress monitoring.	1.2. Develop progress monitoring instruments/assessments to measure student growth	1.2. Administration and ESE resource teacher.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2.1. Teachers unfamiliar with FAA	2.1. Engage all ESE teachers in data disaggregation to ensure instructional matches assessment.	2.1. Administration and ESE resource teacher.	2.1. Evaluate progress monitoring data	2.1. Progress monitoring instruments/assessments		

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Mathematics Goal #2: Student scoring at levels 7 and above in math on the FAA will improve by 9%	2012 Current Level of Performance .*	2013 Expected Level of Performance: *					
	45% (5 students)	54% (6 students)					
		2.2. Lack of focused progress monitoring.	2.2. Develop progress monitoring instruments/ assessments to measure student growth	2.2. Administration and ESE resource teacher.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.	2.1. Teachers unfamiliar with FAA	2.1. Engage all ESE teachers in data disaggregation to ensure instructional matches assessment.	2.1. Administration and ESE resource teacher.	2.1. Evaluate progress monitoring data	2.1. Progress monitoring instruments/assessments		
Mathematics Goal #3: <i>Percentage of students making learning gain in math on the FAA will increase by 9%</i>	2012 <u>Current</u> Level of Performance :* _	2013 <u>Expected</u> Level of Performance: * _					
	<i>Indicator not measured. No comparison data.</i>	<i>10% (1 student)</i>					

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		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

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

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

Algebra 1 EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Algebra 1.	1.1 Students lack understanding of slope, finding intercepts, writing/solving systems of equations, quadratic equations, and concepts in discrete math	1.1. Curriculum & frequent evaluation will focus on areas MAA.3.10, 3.12, 3.14, 7.2, and 7.1	1.1. Classroom Teacher, Administration	1.1. Summative Testing	1.1. SAM online test		

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Algebra 1 Goal #1:	2012 Current Level of Performance .*	2013 Expected Level of Performance .*					
The number of students achieving proficiency (EOC level 3) in mathematics will increase from 38% to 57%.	Based on 2011 EOC data 38% of the students achieved proficiency (EOC level 3).	57% of the students will maintain proficiency (EOC level 3).					
		1.2 Teachers presenting material that does not meet a variety of learning styles	1.2. Department collaboration in which teachers share ideas/ methods of delivery.	1.2.Team leader	1.2 Observation by Team leader and administration and formative testing.	1.2. Common assessments	
		1.3 Lack of student motivation	1.3. Teachers will practice then share the 7 habits of highly successful people	1.3. Teacher and administration	1.3. Use data for change in the number of retained students.	1.3. Data reports.	

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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		
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.	1.1 Advanced students have to wait on struggling students to move forward, so are not being challenged.	2.1. Plan for differentiated instruction for advanced students.	2.1. Team leader, classroom teacher	2.1. Summative Testing	2.1. SAM online test		
<p><u>Algebra Goal #2:</u></p> <p>The number of students achieving above proficiency (Level 4 and 5) on Algebra EOC will increase from 17% to 25%</p>	<p><u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u> <u>.*</u></p>	<p><u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance</u> <u>.*</u></p>					

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	Based on 2011 EOC data 17% of the students achieved above proficiency (EOC level 4 and 5).	25% of the students will maintain above proficiency (EOC level 4 and 5)					
		2.2 Some teachers are new to the subject.	2.2. Peer collaboration with experienced Algebra teachers	2.2. Team leader, Algebra teacher	2.2. Formative testing	2.2. Common assessments	
		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	Achievement Gap 45%	40%	35%	30%	26%	22%
<u>Algebra 1 Goal #3A:</u> Based on EOC results the achievement gap will be reduced to 22% by 2016-17							

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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 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.	3. B.1. Students lack understanding of slope, finding intercepts, writing/solving systems of equations, quadratic equations, and concepts in discrete math	3.B.1Curriculum & frequent evaluation will focus on areas MAA.3.10, 3.12, 3.14, 7.2, and 7.1	3.B.1Classroom Teacher, Administration	3.B.1Summative Testing	3.B.1SAM online test		
<u>Algebra 1 Goal #3B:</u> <i>Percentage of students not making progress in Algebra will improve by 5%</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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	<i>Enter numerical data for current level of performance in this box.</i> White: 14% Black: 18% Hispanic: 11%	<i>Enter numerical data for expected level of performance in this box.</i> White: 9% Black: 13% Hispanic: 6%					
		3. B.2. Teachers presenting material that does not meet a variety of learning styles	3. B.2. Department collaboration in which teachers share ideas/ methods of delivery.	3. B.2. Team leader	3. B.2. Observation by Team leader and administration and formative testing.	3. B.2. Common assessments	
		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.	3. C.1. Students lack understanding of slope, finding intercepts, writing/ solving systems of equations, quadratic equations, and concepts in discrete math	3. C.1. Curriculum & frequent evaluation will focus on areas MAA.3.10, 3.12, 3.14, 7.2, and 7.1	3. C.1. Classroom Teacher, Administration	3. C.1. Summative Testing	3. C.1. SAM online test		
Algebra 1 Goal #3C: <i>Enter narrative for the goal in this box.</i>	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u> <u>.*</u>	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance</u> <u>.*</u>					

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

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	<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>					
		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.	3E.1.	3E.1.	3E.1.	3E.1.		
Algebra 1 Goal #3E: <i>Enter narrative for the goal in this box.</i>	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u> .*	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance</u> .*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Algebra 1 EOC Goals

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

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.	1.1.	1.1.	1.1.	1.1.		
Geometry Goal #1: <i>No prior levels to compare</i>	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u> .:* .:	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance</u> .:* .:					

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	<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 Geometry.	2.1.	2.1.	2.1.	2.1.	2.1.		
Geometry Goal #2: <i>Enter narrative for the goal in this box.</i>	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u> .* _	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance</u> .* _					

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	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

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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						
<u>Geometry Goal #3A:</u> <i>Data not available</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		

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3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.	3B.1. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.		
Geometry Goal #3B: <i>Data not available</i>	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u> .* _	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance</u> .* _					
	<i>Enter numerical data for current level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected 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 Geometry.	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
Geometry Goal #3C: <i>Data Not available</i>	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u> .*	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance</u> .*					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	

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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		
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
Geometry Goal #3D: <i>Data Not available</i>	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u> <u>.*</u>	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance</u> <u>.*</u>					
	<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>					
		3D.2.	3D.2.	3D.2.	3D.2.	3D.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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

August 2012

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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
Common Assessment	Alg/Geom	Team Leader	Algebra & Geometry teachers	Every Wednesday B Day study hall	View Common Assessments	Team Leader
Data Days	9-12 All	Math team leader and administrator	Algebra & Geometry teachers	Early Release following SAM testing	Test results	Teachers and administration
CIS	9-12/ALL	Jessica Thayer	All Teachers	Oct 8/Jan 30	Lesson Plans, Classroom Observations	Administration
Higher Order Thinking (BPA)	9-12/ALL	Jessica Thayer Seth Lambert	All Teachers	Oct 8	Lesson Plans/ Classroom Observations	Administration
Summarizing Strategies	9-12/ALL	Jessica Thayer Seth Lambert	All Teachers	Oct 8	Lesson Plans/ Classroom Observations	Administration
Rubric Writing	9-12/ALL	Jessica Thayer Seth Lambert	All Teachers	Nov 7/Jan 7	Lesson Plans/Classroom Observations	Administration
Common Core Training	9-12/ALL	Jessica Thayer Seth Lambert Sandra Johnson Tealy Williams	All Teachers	Sep 26/Oct 31	Lesson Plans/ Classroom Observations	Administration
2012-2013 School Data Overview	9-12/ALL	Seth Lambert Sandra Johnson Tealy Williams	All Teachers	Aug 13/Aug 17	EOC, Progress Monitoring and Unit Based Assessments	Administration

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Seven Habits for Highly Effective Leaders	9-12/ALL	Covey Seth Lambert Sandra Johnson Tealy Williams	All Teachers	Aug 10, 13 & 14 May 15	Attendance and discipline trend data	Administration
Exam View	9-12/ALL	Jessica Thayer	Math Teachers	Study Hall	Lesson Plans/ Classroom 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
Intensive math Supplemental Instruction (Pullouts)	Utilize retired highly qualified math teachers to provide supplemental instruction for lowest 25%.	District and Migrant	\$ 4000.00
Subtotal: 4000.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Mathematics Goals

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

Florida Alternate Assessment High School Science Goals

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

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

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Science Goal #1: <i>Percentage of students scoring at levels 4, 5, and 6 on FAA in science will improve by 10%.</i>	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u> <u>.*</u>	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance</u> <u>.*</u>					
	75% (3 students)	85% (4 students)					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2.1.	2.1.	2.1.	2.1.	2.1.		

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<p><u>Science Goal #2:</u> <i>Percentage of students scoring at levels 7 and above on FAA in science will improve by 10%.</i></p>	<p><u>2012 Current Level of Performance</u>:*</p>	<p><u>2013 Expected Level of Performance</u>:*</p>					
	<p>0%</p>	<p>10% (1 student)</p>					
		<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	<p>2.2.</p>	
		<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	

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]).

<p>Biology 1 EOC Goals</p>	<p>Problem-Solving Process to Increase Student Achievement</p>						
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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		
1. Students scoring at Achievement Level 3 in Biology 1.	1.1. Biology teachers and students adjusting to content being taught using digital textbook.	1.1. Science Department meeting bi-monthly to align and concentrate on instructional materials to ensure the standards are met.	1.1. Administration, Science Department Head.	1.1. Department Pacing Guide	1.1. Walk through form.		
Biology 1 Goal #1: <i>Student receiving a proficient level (EOC Level 3) in Biology EOC will improve by 7% through common planning, and increased frequency of common standards based assessments.</i>	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u> <u>.*</u>	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance:</u> <u>*</u>					
	<i>Biology EOC 13% (32 Students)</i>	<i>Biology EOC 20% (40 Students)</i>					

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		1.2. Online access to supplement student learning is limited at home	1.2. Extended learning opportunities during the school week and one day on the weekend. That would afford the students the opportunity to have internet access.	1.2. Tutoring Teachers and Administration	1.2. Teacher referral and attendance log.	1.2. Student grades in class.	
		1.3. Limited Biology Vocabulary	1.3. Implement FRI Strategies which will increase vocabulary as well as fluency.	1.3. Science Department, Teachers and Administration	1.3. Classroom walk throughs, data chats.	1.3. Walk through forms.	
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.	2.1.	2.1.	2.1.	2.1.		
<u>Biology 1 Goal #2:</u> <i>No data available at this time</i>	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u> .* _	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance</u> .* _					

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	<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.	

End of Biology 1 EOC Goals

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Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CIS	9-12/ALL	Jessica Thayer	All Teachers	Oct 8/Jan 30	Lesson Plans, Classroom Observations	Administration
Higher Order Thinking (BPA)	9-12/ALL	Jessica Thayer Seth Lambert	All Teachers	Oct 8	Lesson Plans/ Classroom Observations	Administration
Summarizing Strategies	9-12/ALL	Jessica Thayer Seth Lambert	All Teachers	Oct 8	Lesson Plans/ Classroom Observations	Administration
Rubric Writing	9-12/ALL	Jessica Thayer Seth Lambert	All Teachers	Nov 7/Jan 7	Lesson Plans/Classroom Observations	Administration
Common Core Training	9-12/ALL	Jessica Thayer Seth Lambert Sandra Johnson Tealy Williams	All Teachers	Sep 26/Oct 31	Lesson Plans/ Classroom Observations	Administration
2012-2013 School Data Overview	9-12/ALL	Seth Lambert Sandra Johnson Tealy Williams	All Teachers	Aug 13/Aug 17		

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Seven Habits for Highly Effective Leaders	9-12/ALL	Covey Seth Lambert Sandra Johnson Tealy Williams	All Teachers	Aug 10, 13 & 14 May 15		
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Science Budget (Insert rows as needed)

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

End of Science Goals

August 2012

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

Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</p>	<p>1A.1. The student's ability to apply convention lessons into real world writing.</p>	<p>1A.1. Students will be given direct grammar instruction and will be assessed for correct convention usage through in class and out of class extended writing exercises.</p>	<p>1A.1. 10th grade classroom teachers</p>	<p>1A.1. Writing software package</p>	<p>1A.1. Analysis of results of writing software package</p>		
<p><u>Writing Goal #1A:</u> Percentage of Avon Park High School students achieving Adequate yearly Progress (FCAT Writes level 4.0 and higher) will increase by 5%.</p>	<p><u>2012 Current Level of Performance</u> .*</p>	<p><u>2013 Expected Level of Performance</u> .*</p>					

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	Based on 2011 FCAT data 72% of the students achieved proficiency (Level 4 or higher).	Expected Level: 77% of students achieving proficiency (Level 4.0 or higher).					
		1A.2. The student's ability to write analytically on multiple texts	1A.2. All teachers will integrate analytical writing on both literary and informational texts.	1A.2. Classroom teachers	1A.2. Formative and Summative Assessments.	1A.2. Classroom assessments and writing prompts.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<u>Writing Goal #1B:</u> Limited number of students assessed. No data reported.	<u>2012 Current Level of Performance</u> .*	<u>2013 Expected Level of Performance</u> .*					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

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Writing Professional Development

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
CIS	9-12/ALL	Jessica Thayer	All Teachers	Oct 8/Jan 30	Lesson Plans, Classroom Observations	Administration
Higher Order Thinking (BPA)	9-12/ALL	Jessica Thayer Seth Lambert	All Teachers	Oct 8	Lesson Plans/ Classroom Observations	Administration
Summarizing Strategies	9-12/ALL	Jessica Thayer Seth Lambert	All Teachers	Oct 8	Lesson Plans/ Classroom Observations	Administration
Rubric Writing	9-12/ALL	Jessica Thayer Seth Lambert	All Teachers	Nov 7/Jan 7	Lesson Plans/Classroom Observations	Administration
Common Core Training	9-12/ALL	Jessica Thayer Seth Lambert Sandra Johnson Tealy Williams	All Teachers	Sep 26/Oct 31	Lesson Plans/ Classroom Observations	Administration
2012-2013 School Data Overview	9-12/ALL	Seth Lambert Sandra Johnson Tealy Williams	All Teachers	Aug 13/Aug 17		

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Seven Habits for Highly Effective Leaders	9-12/ALL	Covey Seth Lambert Sandra Johnson Tealy Williams	All Teachers	Aug 10, 13 & 14 May 15		
Tamara						

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
Utilize computer-scored writing prompts	Write Source computer scored prompts	Grant	1700.00
Language arts teachers will attend multiple writing workshops	Professional Development	Grant/ School	2000.00
Subtotal: 3700.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Total:			

End of Writing Goals

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

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

U.S. History EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in U.S. History.	1.1. U.S. History teachers not familiar with using digital textbook.	1.1. Conduct bi-monthly professional learning community sessions to enhance teacher proficiency using digital textbook.	1.1. Administration, technology resource teacher, and social studies department head.	1.1. Teacher feedback and classroom walkthroughs	1.1. Informal Observations		

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<p>U.S. History Goal #1: <i>Students scoring a achievement level 3 on the first administration of the U.S. History end-of-course exam will be 50%</i></p>	<p>2012 Current Level of Performance .*</p>	<p>2013 Expected Level of Performance .*</p>					
	<p><i>Not applicable</i></p>	<p>50%</p>					
		<p>1.2. . Limited student access to online textbook after class.</p>	<p>1.2. . Conducted after-school extended learning sessions on Wednesdays and Saturdays</p>	<p>1.2. Classroom Teachers and Supervising Administrators</p>	<p>1.2. . Teachers and administrators will review sign-in sheets and formative assessment results.</p>	<p>1.2. Student formative and summative course grades.</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	
<p>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:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</p>	<p>2.1. U.S. History teachers not familiar with using digital textbook.</p>	<p>2.1. Conduct bi-monthly professional learning sessions to enhance teacher proficiency using digital textbook.</p>	<p>2.1. Administration, technology resource teacher, and social studies department head.</p>	<p>2.1. Teacher feedback and classroom walkthroughs</p>	<p>2.1. Informal Observations</p>		
<p>U.S. History Goal #2: <i>Students scoring a achievement level 4 and 5 on the first administration of the U.S. History end-of-course exam will be 20%</i></p>	<p><u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u> .*</p>	<p><u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance</u> .*</p>					
	<p><i>Not applicable</i></p>	<p>20%</p>					
		<p>2.2. Limited student access to online textbook after class</p>	<p>2.2. Conducted after-school extended learning sessions on Wednesdays and Saturdays</p>	<p>2.2. Classroom Teachers and Supervising Administrators</p>	<p>2.2. Teachers and administrators will review sign-in sheets and formative assessment results</p>	<p>2.2. Student formative and summative course grades</p>	
		<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	<p>2.3.</p>	

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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
CIS	9-12/ALL	Jessica Thayer	All Teachers	Oct 8/Jan 30	Lesson Plans, Classroom Observations	Administration
Higher Order Thinking (BPA)	9-12/ALL	Jessica Thayer Seth Lambert	All Teachers	Oct 8	Lesson Plans/ Classroom Observations	Administration
Summarizing Strategies	9-12/ALL	Jessica Thayer Seth Lambert	All Teachers	Oct 8	Lesson Plans/ Classroom Observations	Administration
Rubric Writing	9-12/ALL	Jessica Thayer Seth Lambert	All Teachers	Nov 7/Jan 7	Lesson Plans/Classroom Observations	Administration
Common Core Training	9-12/ALL	Jessica Thayer Seth Lambert Sandra Johnson Tealy Williams	All Teachers	Sep 26/Oct 31	Lesson Plans/ Classroom Observations	Administration
2012-2013 School Data Overview	9-12/ALL	Seth Lambert Sandra Johnson Tealy Williams	All Teachers	Aug 13/Aug 17	Chapter and unit based assessments	Administration

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Seven Habits for Highly Effective Leaders	9-12/ALL	Covey Seth Lambert Sandra Johnson Tealy Williams	All Teachers	Aug 10, 13 & 14 May 15	Attendance and discipline data	Administration
Online Textbooks	US History Teachers	Pete Winger Kim Ervin Daryl Layfield	History Teachers	TBD	Lesson Plans/ Classroom Observations	Administration
EOC Specs	US History Teachers	Jessica Thayer Amy Love	History Teachers	TBD	Lesson Plans/ Classroom Observations	Administration

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
Adopt e-books that incorporate NGSS and CCS Standards for US History EOC	E-books and online teachers resources	District	
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Equip each US History classroom with student workstations to ensure all students can access new e-books.	Upgrade mobile computers labs	District	33000.00
Subtotal: 33,000.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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

End of U.S. History Goals

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Attendance Goal(s)

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

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. Accuracy of daily attendance reporting.	1.1. Daily review and reporting of attendance data	1.1. . Assistant Principal in charge of SARC and attendance clerk.	1.1. . Review principal viewer and genesis attendance tracking reports	1.1. Genesis reports		
Attendance Goal #1: <i>The expected attendance rate will increase 1.4%</i>	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	93.6%	95%					

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	<u>2012</u> <u>Current</u> <u>Number of</u> <u>Students</u> <u>with</u> <u>Excessive</u> <u>Absences</u> <u>(10 or</u> <u>more)</u>	<u>2013</u> <u>Expected</u> <u>Number of</u> <u>Students</u> <u>with</u> <u>Excessive</u> <u>Absences</u> <u>(10 or more)</u>					
	362	331					
	<u>2012</u> <u>Current</u> <u>Number of</u> <u>Students</u> <u>with</u> <u>Excessive</u> <u>Tardies (10</u> <u>or more)</u>	<u>2013</u> <u>Expected</u> <u>Number of</u> <u>Students</u> <u>with</u> <u>Excessive</u> <u>Tardies (10</u> <u>or more)</u>					
	104	84					
		1.2. Infrequent reinforceme nt of positive attendance trends	1.2. . Expand current positive behavior support programs to include quarterly recognition for students achieving attendance goals.	1.2. Assistant Principal in charge of SARC and positive behavior support team.	1.2. Review principal viewer and genesis attendance tracking reports	1.2. Genesis reports	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Attendance Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Data Collect	9-12/ALL	Seth Lambert	Attendance Clerk SARC Committee	Every other week	Attendance List Pulled every 10 days	Seth Lambert
Data Reporting	9-12/ALL	Marcia Davis	SARC Chair Attendance Clerk Director of Students Services	TBD	TBD	TBD
CLT	9-12/All Subjects	Tealy Williams Seth Lambert Sandra Johnson	Administration CLT Members	Monthly	Attendance Reports	Administration
SACC	9-12/All Subjects	Tealy Williams Seth Lambert Sandra Johnson	Administration CLT Members SAC Members	Monthly	Attendance Reports	Administration
MTSS	9-12/ALL	Sandra Johnson Jessica Thayer	Administration CLT Members Guidance School Physiologist	Bi Monthly	Attendance Reports	Administration

Attendance Budget (Insert rows as needed)

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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
Established additional positive behavioral supports to improve attendance.	Student attendance incentives	School/Community	500.00
Subtotal: 500.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Attendance Goals

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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. limited use of positive behavioral supports to reduce code violations	1.1.. Increase use of positive behavioral by establishing quarterly positive behavioral support activities.	1.1. Deans and Assistant Principal responsible for discipline	1.1. Review discipline data to identify students meeting PBS goals.	1.1. PBS participation rates and Genesis discipline reports		

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Suspension Goal #1: <i>Reduce total number of in-school and out-school by 15% and reduce total number of students suspended in or out of school by 15%</i>	<u>2012 Total</u> <u>Number of</u> <u>In -School</u> <u>Suspensions</u>	<u>2013 Expected</u> <u>Number of</u> <u>In- School</u> <u>Suspensions</u>					
	866	736					
	<u>2012 Total</u> <u>Number of</u> <u>Students</u> <u>Suspended</u> <u>In-School</u>	<u>2013 Expected</u> <u>Number of</u> <u>Students</u> <u>Suspended</u> <u>In -School</u>					
	282	239					
	<u>2012 Total</u> <u>Number of</u> <u>Out-of-School</u> <u>Suspensions</u>	<u>2013 Expected</u> <u>Number of</u> <u>Out-of-School</u> <u>Suspensions</u>					
	316	267					
	<u>2012 Total</u> <u>Number of</u> <u>Students</u> <u>Suspended</u> <u>Out- of- School</u>	<u>2013 Expected</u> <u>Number of</u> <u>Students</u> <u>Suspended</u> <u>Out- of-School</u>					
	116	98					

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		1.2.. Lack of clear school-wide PBS goals and recognition programs.	1.2. Conduct teacher, parent, and student focus groups to establish school-wide PBS goals	1.2. Administration	1.2.. Review focus group recommendations to determine action plan for 2012/13 school year	1.2. Implementation plan and genesis discipline data.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Suspension Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Discipline Committee	9-12/All Subjects	Seth Lambert	Discipline Committee	Monthly	Discipline Reports	Administration
2012-2013 School Data Overview	9-12/ALL	Seth Lambert Sandra Johnson Tealy Williams	All Teachers	Aug 13/Aug 17	Data Day October 25, 2012	Administration
CLT	9-12/All Subjects	Tealy Williams Seth Lambert Sandra Johnson	Administration CLT Members	Monthly	Attendance Reports	Administration
SAC	9-12/All Subjects	Tealy Williams Seth Lambert Sandra Johnson	Administration CLT Members SAC Members	Monthly	Attendance Reports	Administration
MTSS	9-12/ALL	Sandra Johnson Jessica Thayer	Administration CLT Members Guidance School Physiologist	Bi Monthly	Attendance Reports	Administration

Suspension Budget (Insert rows as needed)

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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
Established additional positive behavioral supports to improve behavior	Student PBS incentives	School/Community	500.00
Subtotal: 500.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Suspension Goals

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Dropout Prevention Goal(s)

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

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

Dropout Prevention Goal(s)	Problem-solving Process to Dropout Prevention						
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Dropout Prevention	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Dropout Prevention Goal #1:</u> <i>Enter narrative for the goal in this box.</i> <i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i>	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					

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	<i>Enter numerical data for dropout rate in this box.</i>	<i>Enter numerical data for expected dropout rate in this box.</i>					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
	<i>Enter numerical data for graduation rate in this box.</i>	<i>Enter numerical data for expected graduation rate in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Dropout Prevention Professional Development

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

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CLT	9-12/All Subjects	Tealy Williams Seth Lambert Sandra Johnson	Administration CLT Members	Monthly	Attendance Reports	Administration
SAC	9-12/All Subjects	Tealy Williams Seth Lambert Sandra Johnson	Administration CLT Members SAC Members	Monthly	Attendance Reports	Administration
MTSS	9-12/ALL	Sandra Johnson Jessica Thayer	Administration CLT Members Guidance School Physiologist	Bi Monthly	Attendance Reports	Administration
Odysseyware	9-12/ALL	Kim Douberly	Amy Love Cedric Bullard Kim Jahna Sandra Johnson	8/24	Weekly	Administration

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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)

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Parent Involvement Goal(s)

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

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

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

Parent Involvement Goal(s)	Problem-solving Process to Parent Involvement						
Based on the analysis of parent involvement data, and reference to “Guiding Questions,” identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Parent Involvement	1.1. Parents unaware of school events.	1.1. Increase use of various media e.g. Connect Ed and websites to make parents aware of school activities/ meetings	1.1. Administration/Webmaster.	1.1 Review Connect Ed reporting system reports and sign-in logs	1.1. Comparison of sign-in sheets and Connect Ed reports.		

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<p><u>Parent Involvement Goal #1:</u> <i>During school year 11/12 APHS, on average about 600 families at our 2 open houses; 250 people at our academic awards ceremonies; and 700 people for our "Night of Stars" performance arts and academic open house.</i> <i>12/13 Goal is to increase overall parental involvement by 10%</i></p>	<p><u>2012 Current Level of Parent Involvement:</u> *</p>	<p><u>2013 Expected Level of Parent Involvement:</u> *</p>					
	<p><i>Average 50% student's parents participated in various school events</i></p>	<p><i>Average 60% student's parents participated in various school events</i></p>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

<p>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or</p>						
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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
Open House	9-12/All Subjects	Tealy Williams Seth Lambert Sandra Johnson	All Teachers	Aug		Administration
Night of Stars	9-12/All Subjects	Tealy Williams Seth Lambert Sandra Johnson	All Teachers Night of Stars Committee	April		Administration
Awards Assembly	9-12/All Subjects	Tealy Williams Seth Lambert Sandra Johnson	All Teachers Awards/Rewards Committee	Quarterly		Administration
SAC	9-12/All Subjects	Tealy Williams Seth Lambert Sandra Johnson	Administration CLT Members SAC Members	Monthly	Attendance Reports	Administration

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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)

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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
<p><u>STEM Goal #1:</u></p> <p><i>Increase the number of students enrolled in advance placement math, science, and art courses. Currently advance placement enrollment is 11% (100 students)</i></p>	1.1.. limited number of certified faculty to expand current advance placement offerings.	1.1. Recruitment and training of advance placement teachers in math, science, social students, and fine arts.	1.1. Administration	1.1.. Evaluation of student enrollment and expansion of master schedule.	1.1. Genesis
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

STEM Professional Development

Professional Development (PD) aligned with Strategies through						

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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
Advance Placement Workshops.	11-12	College Board	Existing and potential AP teachers	10/19/12	Review AP results and instructional changes.	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)

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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
<p><u>CTE Goal #1:</u></p> <p><i>Increase student enrollment in existing career and technical education programs.</i></p>	1.1. Lack of awareness of CTE offerings and certification opportunities.	1.1. Conduct CTE presentations for student and parent groups.	1.1. Administration, Guidance counselors, and CTE teachers.	1.1. Monitor enrollment numbers	1.1. Genesis
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

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CTE Budget (Insert rows as needed)

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

End of CTE Goal(s)

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Additional Goal(s)

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

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>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					

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	<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:4500.00
CELLA Budget	Total:
Mathematics Budget	Total: 4000.00
Science Budget	Total:
Writing Budget	Total: 3700.00
Civics Budget	Total:
U.S. History Budget	Total: 33,000.00
Attendance Budget	Total: 500.00
Suspension Budget	Total: 500.00
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
STEM Budget	Total:
CTE Budget	Total:
Additional Goals	Total:
	Grand Total:46,200.00

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

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

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

Are you reward school? Yes No

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

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

School Advisory Council (SAC)

SAC Membership Compliance

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

Yes No

If No, describe the measures being taken to comply with SAC requirements.	
Describe the activities of the SAC for the upcoming school year.	

Describe the projected use of SAC funds.	Amount

August 2012

Rule 6A-1.099811

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