Florida Department of Education

School Improvement Plan (SIP)
Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: River Ridge High School	District Name: Pasco
Principal: Maria Swanson	Superintendent: Heather Fiorentino
SAC Chair: Rene Kahle	Date of School Board Approval: October 16, 2012

Student Achievement Data:

The following links will open in a separate browser window.
School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

Highly Effective Administrators

List your school's highly effective administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and Ambitious but Achievable Annual Measurable Objective (AMO) progress.

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Principal	Maria Swanson	BA Art Design MA Education Leadership	4	7	2012 Grade A AYP met? No River Ridge High School **RDG**: 54% Proficient; 60% Learning Gains, 58% of the Lowest Quartile Made Learning Gains **Math**: 59% Proficient; 52% Learning Gains, 34% of the Lowest Quartile Made Learning Gains 2011 Grade B AYP met? No River Ridge High School **RDG**: 50% Proficient ; 57% Learning Gains; 55% of the Lowest Quartile Made Learning Gains **MATH**: 83% Proficient ; 79 % Learning Gains; 64% of the Lowest Quartile Made Learning Gains 2010 Grade C AYP met? No River Ridge High School **RDG**: 48% Proficient; 50% Learning Gains; 44% of the Lowest 25% made Learning Gains **MATH:** 77% Proficient; 72% Learning Gains; 58% of the Lowest 25% made Learning Gains
Assistant Principal	Jim Pratt	BA /MA Math Education MA Ed Leadership BS Chemistry Education Grad. Certificate – Ed Leadership	10	10	2012 Grade A AYP met? No River Ridge High School **RDG**: 54% Proficient; 60% Learning Gains, 58% of the Lowest Quartile Made Learning Gains **Math**: 59% Proficient; 52% Learning Gains, 34% of the Lowest Quartile Made Learning Gains 2011 Grade B AYP met? No River Ridge High School **RDG**: 50% Proficient ; 57% Learning Gains; 55% of the Lowest Quartile Made Learning Gains **MATH**: 83% Proficient ; 79 % Learning Gains; 64% of the Lowest Quartile Made Learning Gains 2010 Grade C AYP met? No River Ridge High School **RDG:** 48% Proficient; 50% Learning Gains; 44% of the Lowest 25% made Learning Gains **MATH:** 77% Proficient; 72% Learning Gains; 58% of the Lowest 25% made Learning Gains

Assistant Principal	Steve Williams	BS ESE K-12 MA Ed Leadership Reading Endorsement	2	3	2011 Grade B AYP met? No River Ridge High School RDG: 50% Proficient ; 57% Learning Gains; 55% of the Lowest Quartile Made Learning Gains Math: 83% Proficient ; 79 % Learning Gains; 64% of the Lowest Quartile Made Learning Gains
Assistant Principal	Janene Witfoth	BA Math Educ. MA Ed Leadership	3	4	2011 Grade B AYP met? No River Ridge High School RDG: 50% Proficient ; 57% Learning Gains; 55% of the Lowest Quartile Made Learning Gains Math: 83% Proficient ; 79 % Learning Gains; 64% of the Lowest Quartile Made Learning Gains 2010 Grade C AYP met? No River Ridge High School **RDG:** 48% Proficient; 50% Learning Gains; 44% of the Lowest 25% made Learning Gains **MATH:** 77% Proficient; 72% Learning Gains; 58% of the Lowest 25% made Learning Gains
Assistant Principal	Kristy Blazys	BA Psychology BS Elem. Educ. MA Ed Leadership Reading Endorsed	0	1	2011 Grade B AYP met? No River Ridge High School **RDG**: 50% Proficient ; 57% Learning Gains; 55% of the Lowest Quartile Made Learning Gains **Math**: 83% Proficient ; 79 % Learning Gains; 64% of the Lowest Quartile Made Learning Gains 2010 Grade C AYP met? No River Ridge High School **RDG:** 48% Proficient; 50% Learning Gains; 44% of the Lowest 25% made Learning Gains **MATH:** 77% Proficient; 72% Learning Gains; 58% of the Lowest 25% made Learning Gains 2009 Grade B AYP met? No River Ridge High School **RDG:** 45% Proficient; 45% Learning Gains; 42% of the Lowest 25% made Learning Gains **MATH:** 74% Proficient; 70% Learning Gains; 52% of the Lowest 25% made Learning Gains

Highly Effective Instructional Coaches

List your school's highly effective instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide Assessment performance (Percentage data for Achievement Levels, Learning Gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

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

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)
Literacy Coach	Michelle Carter	Exceptional Student Education, Reading K-12 &B ESE certification	First year	3	2011 – River Ridge Middle School – A grade 2010 – River Ridge Middle School – A grade 2009 – Hudson Middle School – A grade

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Principal and assistant principals will support district initiatives to recruit local and out of state teacher candidates	Principal	ongoing	
2. Principal, assistant principals and literacy team will facilitate monthly meetings to address concerns and establish strong support systems for new teachers	Administration	ongoing	

Non-Highly Effective Instructors

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

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Effective

Staff Demographics

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

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers

93	0% (0)	13% (12)	37% (34)	51% (47)	45% (42)	100% (93)	10% (9)	4% (4)	91% (87)

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Timothy Newman	Jennifer Schusterman	Mentor pairings were determined on the following basis: Mentor teacher certification(s), Mentor/Mentee current teacher assignment(s), Mentor Clinical-Ed Training completion, Mentor's years of teaching experience, and Mentor's ability to work with others by teaching and coaching. In addition, each mentor has been evaluated as being a highly skilled teacher in instructional skills and classroom management.	New teachers will take part in the Teacher Induction Program (Pasco), attend an orientation during planning week, and participate in bi-monthly meetings with the mentor coordinator, and mentors. Mentors/Mentees will meet as needed to discuss common lesson planning and incorporation of best practice strategies.
Dory Smith	Rachael Thomas	Mentor pairings were determined on the following basis: Mentor teacher certification(s), Mentor/Mentee current teacher assignment(s), Mentor Clinical-Ed Training completion, Mentor's years of teaching experience, and Mentor's ability to work with others by teaching and coaching. In addition, each mentor has been evaluated as being a highly skilled teacher in instructional skills and classroom management.	New teachers will take part in the Teacher Induction Program (Pasco), attend an orientation during planning week, and participate in bi-monthly meetings with the mentor coordinator, and mentors. Mentors/Mentees will meet as needed to discuss common lesson planning and incorporation of best practice strategies.

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.

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

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

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

School-Based MTSS/RtI Team

Identify the school-based MTSS Leadership Team.
 Maria Swanson, Principal
Steve Williams, Assistant Principal
Kristy Koess, Assistant Principal
Dawn Sellitto, Staffing & Compliance Specialist
Idele Kelly, VE Teacher, ESE Department Chairperson
Patti Alberti, VE Teacher (IND), ESE Department Chairperson
Barbara Dukeman, Basic Education, Language Arts Teacher
Nancy McAmus, Basic Education, Math teach
Stacey Grim, ESE teacher (IND)
Sandy Cardella, Basic Education, Language Arts
Laurie Peterson, Career Specialist
Brian Hooker, Graduation Enhancement Teacher
Joanie Manfre, Instructional Assistant
Diane Daly, Attendance Secretary

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?
Functions of team include the review of academic and behavioral performance data from varying school sources- 9th grade learning community members, discipline data, attendance subcommittees, etc. The goal of the team is to support student achievement and provide interventions focused on Tiered levels of support. As a group, the team will meet monthly to review data and address concerns. The 9th grade teachers meet weekly to address concerns and identify those at-risk, identified as in danger of becoming at-risk. The senior cohort group will meet to discuss early interventions for graduation success. Data reviewed will also include attendance, discipline and tardy information as well as interventions used.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?
- Analysis of school wide and grade level data to identify student achievement trends
- Analysis of disaggregated data to identify trends in groups in need of intervention
- Development of assessment strategies, data review plans and supports as it helps to drive instruction and provide focus areas

MTSS Implementation

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

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. FAIR testing for reading DA assessments Core K-12 FCAT scores End of Course Exams TERMS SWITS (school wide information tracking system)
Describe the plan to train staff on MTSS. Since 2009, RRHS has continued to participate in professional development trainings that focused on the PS RtI data collection tools along with available resources to provide interventions and support to identified students as well as staff implementation. Staff will continue to receive training through Professional Learning Community meetings throughout the month whereby review of data and interventions will be addressed.
Describe plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Patti Alberti – ESE – IND teacher Samantha Evans – Language Arts teacher Maryann Meyer – CCTE teacher Joanie Miesner – Speech Pathologist Jessica Phelps – Language Arts Diana Rogers- Fine Arts teacher Patty Yontz – Fine Arts teacher Nancy McAmis – Reading teacher Michelle Carter – Literacy Specialist Steve Williams - Administration Gil Morales – Behavior Specialist

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

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

The Lead Literacy Team is comprised of representative from various content areas, school-wide literacy coaches, and members of the administration. It meets as a whole group once a month. In addition, small subgroups from the team also meet to address specific initiatives or projects. The representatives from the content areas function in a manner to identify literacy needs at the classroom level while serving within subgroups to facilitate solutions. The school-wide literacy coaches work with the identified needs to help implement the solutions. In addition, the Lead Literacy Team will collaborate with the Student Success Team to address the needs of implementing best practices at the school.

What will be the major initiatives of the LLT this year?
- Classroom application of data implemented and analyzed by teachers
- Review of past data sources to determine areas of need
- Integration of a formative assessment cycle for ongoing progress monitoring
- Integration of strategies to enhance student engagement on areas of individual need focusing on data elements
- Connection of literacy best practices within content area
- Consistent and persuasive incorporation of writing across the curriculum

Public School Choice
- **Supplemental Educational Services (SES) Notification**
  Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

Elementary Title I Schools Only: Pre-School Transition
Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

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

High Schools Only

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

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

RRHS has many courses that offer academics as well as career pathways. These courses integrate academics and applied learning that lead to challenging skill sets that will provide seamless pathways into the workforce, secondary technical institutions, community college or universities. Our Engineering Academy provides substantial coursework that articulates with Pasco-Hernando Community College, St. Petersburg College and Rochester Institute for Technology, along with providing opportunities for industry

certification. Our business technology programs of study are offered on campus as dual enrollment courses and also provide opportunities for industry recognized certification. The new English IV course that we have developed should improve student readiness for postsecondary work by providing reading and writing applications that establish 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?

The guidance counselors and career specialist work together in planning and implementing a comprehensive career development program which is designed to assist students, parents and staff with the business community and to extend into the academic world and the world of work. The school's guidance department and career specialists also develop a career action plan that promotes career awareness and opportunities in order to guide student's decisions to help transition them upon completion of high school. Programs such as ePep assist students with course advising and selection through grades 8 to 11. Facts.org also is available to assist students in understanding graduation requirements and Bright Futures Scholarship information.

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.

The guidance counselors and career specialist work together in planning and implementing a comprehensive career development program which is designed to assist students, parents and staff with the business community and to extend into the academic world and the world of work. The school's guidance department and career specialists also develop a career action plan that promotes career awareness and opportunities in order to guide student's decisions to help transition them upon completion of high school. Programs such as ePep assist students with course advising and selection through grades 8 to 11. Facts.org also is available to assist students in understanding graduation requirements and Bright Futures Scholarship information. The addition of the new Graduation Enhancement Credit Recovery Program helps recognize seniors in need of credit recovery and provides an accelerated source for coursework completion.

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. Instruction does not always provide enough focus on individual areas of need in core content areas.	1a.1. Teachers will provide explicit instruction aimed at individual areas of need as identified by data reviews	1a.1. Literacy Coach Administration Department Heads Common Assessment Coordinator	1a.1. Weekly review of common assessments will monitor levels of questioning, inclusion of more rigor and its effectiveness.	1a.1. Common assessments Lesson plans Walkthroughs Professional development		
Reading Goal #1a: The percentage of students proficient in reading will increase to 60%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

	54% (329)	60% (366)				
		1a.2. Many students do not have ownership in the monitoring of their own goals and progress.	1a.2. Students will monitor their own progress weekly in Language Arts and Intensive Reading classes.	1a.2. Language Arts teachers Literacy Coach Administration Literacy Coach	1a.2. Student progress monitoring assignments and feedback Weekly meetings with Language Arts teachers	1a.2. Common assessments Lesson Plans Student Monitoring Data	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.	1b.1. Teachers not properly trained	1b.1 District training for proper implementation	1b.1. Administration	1b.1. Evidence of completed training Teacher evaluations	1b.1 Certification of completion		
Reading Goal #1b: The percentage of students scoring at levels 4, 5, and 6 will increase from 42% to 50%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	42% (13)	50% (16)					
		1b.2. Poor attendance	1b.2. Reinforcement provided for improved attendance	1b.2. ESE teachers Case Managers	1b.2. Review of attendance data	1b.2. TERMS, Swits, RtI data bases	
		1b.3. Behavioral concerns	1b.3. Reinforcement provided for improved behavior	1b.3. ESE teachers, case manager, behavior specialist	1b.3. Implementation of behavior plan Observations	1b.3. Class assignments showing academic improvement Reduction in discipline referrals	

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2a. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in reading.	2a.1. Instruction does not consistently provide higher order thinking skills and the depth of knowledge to encourage more cognitive complexity.	2a.1. Literacy team will provide professional development through monthly staff trainings in order to promote more in depth refining and extension activities as well as teaching higher order thinking skills.	2a.1. Literacy Coach Administration Department Heads Common Assessment Coordinator	2a.1. Monthly review of student assessments will monitor levels of questioning, inclusion of more rigor and its effectiveness	2a.1. Lesson plans Classroom observations Walkthroughs Professional development feedback		
Reading Goal #2a: Students achieving proficiency at or above levels 4 and 5 in reading will increase to 35%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	30% (183)	35% (213)					
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.	2b.1. Teachers not properly trained	2b.1 District training for proper implementation	2b.1. Administration	2b.1. Evidence of completed training Teacher evaluations	2b.1 Certification of completion		

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

Reading Goal #2b: The percentage of students scoring at or above Level 7 will increase from 10% to 16%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	10% (3)	16% (5)					
			2b.2. Poor attendance	2b.2. Reinforcement provided for improved attendance	2b.2. ESE teachers Case Managers	2b.2. Review of attendance data	2b.2. TERMS, Swits, RtI data bases
			2b.3. Behavioral concerns	2b.3. Reinforcement provided for improved behavior	2b.3. ESE teachers, case manager, behavior specialist	2b.3. Implementation of behavior plan Observations	2b.3. Class assignments showing academic improvement Reduction in discipline referrals
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3a. FCAT 2.0: Percentage of students making Learning Gains in reading.	3a.1. All content areas teachers across the curriculum have not utilized FAIR data and formative assessments to meet the needs of individual students.	3a.1. Teachers will attend bimonthly professional development meetings to review all relevant data and adjust instruction based on need.	3a.1. Literacy Coach Lead Literacy Administration	3a.1. Monthly review of student data to identify trends and growth	3a.1. Fair assessments Grade Level content area formative assessments Read 180 reports.		

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

Reading Goal #3a: Percentage of students making Learning Gains in reading will increase to 65%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	62% (378)	65% (397)					
		3a.2. Lack of implementation of instructional strategies to improve student achievement	3a.2. Professional development opportunities will be offered	3a.2. Literacy Coach Lead Literacy Administration	3a.2. Review of lesson plans for implementation of strategies	3a.2. Common Assessments FAIR data gains Teacher Evaluations	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading.	3b.1. Teachers not properly trained	3b.1 District training for proper implementation	3b.1. Administration	3b.1. Evidence of completed training Teacher evaluations	3b.1 Certification of completion		
Reading Goal #3b: The percentage of students making learning gains will increase from 35% to 45%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	35% (11)	45% (14)					
		3b.2. Poor attendance	3b.2. Reinforcement provided for improved attendance	3b.2. ESE teachers Case Managers	3b.2. Review of attendance data	3b.2. TERMS, Swits, RtI data bases	

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

		3b.3. Behavioral concerns	3b.3. Reinforcement provided for improved behavior	3b.3. ESE teachers, case manager, behavior specialist	3b.3. Implementation of behavior plan Observations	3b.3. Class assignments showing academic improvement Reduction in discipline referrals	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.	4a.1. Current reading program does not always address the needs of the lowest quartile with fidelity. Core content teachers do not always utilize FAIR data to identify individual areas of need.	4a.1. Reading teachers will implement an intensive Read180 or modified program to target diagnostic instruction for our lowest readers. Student achievement coaches will work with content area teachers to assist with instructional strategies aimed at addressing individual student needs.	4a.1. Intensive Reading teachers Content area teachers	4a.1. Placement review data FAIR data Formative assessments Prior FCAT scores	4a.1. FAIR and Read180 program assessments		

Reading Goal #4a:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
The percentage of students in the Lowest Quartile making learning gains in reading will increase to 60%						
	58% (354)	60% (366)				
		4a.2. Students in this quartile often do not attend school regularly, making gains in reading difficult.	4a.2 Teachers will meet in data review meetings regularly to identify patterns of absence early and work with other groups to provide early support and intervention.	4a.2. Teachers RtI Team Attendance Committee Administration 9th grade learning community	4a.2. Weekly teacher meetings, 9th grade learning community meetings Monthly meetings of the RtI team Attendance committee CIM meetings Save our Seniors meetings	4a.2. S.W.I.T.S program RtI data base Attendance reports
		4a.3 Students do not always take advantage of academic support systems	4a.3. Extended School Day Program Freshman Quest	4a.3. Literacy Coach ESD Lead Teacher Math Dept Chair RtI Team 9th grade teachers	4a.3. Use of data to identify students for ESD. Weekly 9th grade meetings to target students in need of remediation	4a.3. Extended School Day assessments Common Assessment data
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in reading.	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.	

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

Reading Goal #4b: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
Reading Goal #5A: The percentage of students proficient in reading will increase 84% to 94%							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

| 5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in reading.** | 5B.1. White: Students do not always take advantage of academic support systems

Hispanic: Current reading program does not always address the needs of students within the subgroups with fidelity. Core content teachers do not always utilize FAIR data to identify individual areas of need.

Black:
Asian:
American Indian: | 5B.1. Reading teachers will implement an intensive Read180 or modified program to target diagnostic instruction for our lowest readers. Student achievement coaches will work with content area teachers to assist with instructional strategies aimed at addressing individual student needs.

Extended School Day Program Freshman Quest | 5B.1. Literacy Coach ESD Lead Teacher Math Dept Chair RtI Team 9th grade teachers ntensive Reading teachers Content area teachers | 5B.1. Placement review data FAIR data Formative assessments Prior FCAT scores Use of data to identify students for ESD. Weekly 9th grade meetings to target students in need of remediation | 5B.1. FAIR and Read180 program assessments Extended School Day assessments Common Assessment data | | |

Reading Goal #5B: The number of students making satisfactory progress within each subgroup of the student population will increase by 5% (White will increase from 48% to 53% and Hispanic will increase from 47% to 52%).	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White: 48% (311) Black: Hispanic: 47% (37) Asian: American Indian:	White: 53% (340) Black: Hispanic: 52% (41) Asian: American Indian:					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

5C. English Language Learners (ELL) not making satisfactory progress in reading.	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
Reading Goal #5C: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.	5D.1. Differentiated instruction is not consistent to meet the diverse needs of all learners. Lessons are not always engaging and relevant to students.	5D.1. Teachers will organize instruction to include more cooperative grouping to address varying abilities within small group instruction. Extra emphasis will be on best practices as it relates to student engagement.	5D.1.. Literacy Coach Administration Lead Literacy Team	Walkthroughs Lesson Plans	Walkthroughs Lesson Plans Evaluations		

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

Reading Goal #5D: Students with Disabilities earning proficiency in reading will increase from 16% to 24%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	16% (98)	24% (146)					
		5D.2. The needs of the SWD population require extensive monitoring by case managers	5D.2. Our new support facilitation model includes a half day a week built in to schedule to conduct data chats and review all pertinent student information	5D.2. Administration ESE Department Chairpersons Staffing & Compliance	5D.2. Ongoing monitoring of weekly group meetings	5D.2. Common Assessments Classroom Assessments Attendance / Discipline Report	
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. Instruction does not always include enough differentiation to meet the diverse needs of all learners.	5E.1. Teachers will organize instruction to include more cooperative grouping to address varying abilities within small group instruction. Professional development trainings will be offered in efforts to address this need .	5E.1. Literacy Coaches Administration RtI Chairperson	5E.1.. Lesson Plans Walkthrough Professional Development	5E.1.. Walkthroughs Lesson Plans Observations		

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

Reading Goal #5E: The percentage of Economically Disadvantaged students proficient in reading will increase from 35% to 40%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	35% (213)	40% (244)				
		5E.2. Lessons are not always engaging and relevant to students.	5E.2. Additional emphasis will be on best practices as it relates to student engagement.	5E.2.. . Literacy Coaches Administration RtI Chairperson	5E.2. Lesson Plans Walkthrough Professional Development	5E.2. Walkthroughs Lesson Plans Observations	

Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Instructional strategies/ formative assessments by department	Subject area teachers	Literacy Coach administration	Subject area teachers Department Chairs	Weekly	Professional Development activities	Literacy Coach Administration
9th grade focus	9th grade teachers	Literacy Coach 9th grade LC leader	9th grade teachers	Weekly	Class Observations Formative Assessments	Literacy Coach Administration

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

Differentiation in Instruction	9-12 grade	Literacy Coach	Reading teachers All subject area teachers	Ongoing	Walkthrough's Observations Lesson Plans	Administration

Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Instructional formative assessments			$5000.00
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Literacy Professional Development			**$2000.00**
Subtotal: $7000.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Student Incentives/Recognitions			$1000.00
Subtotal:			
Total: $8000.00			

End of Reading Goals

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

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

Comprehensive English Language Learning Assessment (CELLA) Goals

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Students scoring proficient in Listening/ Speaking.	1.1. Cultural barriers	1.1. Frequent parent conferences to encourage participation	1.1. Administration	1.1 Parent / teacher conference logs	1.1. 2013 CELLA	
CELLA Goal #1: ELL students will improve their Listening/Speaking English scores on the 2013 Cella test all grade levels by 10%.	2012 Current Percent of Students Proficient in Listening/Speaking:					
		1.2. Language barriers	1.2. Highly qualified teachers	1.2. Administration	1.2. Teacher evaluations Observations	1.2. 2013 CELLA

		1.3. Translations	1.3. Encourage the intentional incorporation of language dictionaries & electronic translators in the classroom	1.3. Administration	1.3. Classroom visits	1.3. 2013 CELLA
Students read in English at grade level text in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring proficient in Reading.	2.1. Cultural barriers	2.1. Use of best practices in the classroom Pair students of the same language for class projects	2.1. Administration	2.1. Informal observation and survey of student progress when working in groups	2.1. 2013 CELLA	
CELLA Goal #2: The ELL students will improve their Reading English scores on the 2012 CELLA test in all grade levels by 10%.	2012 Current Percent of Students Proficient in Reading :					
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	

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

3. Students scoring proficient in Writing.	2.1. Language barriers	2.1. Teacher will use best practices in writing with a focus on developing student vocabulary & spelling skills	2.1. Administration	2.1. Informal discussions / observations regarding intentional instruction of vocabulary and spelling lessons.	2.1. 2013 CELLA	
CELLA Goal #3: ELL students will improve their Writing English scores on the 2013 CELLA test in all grade levels by 10%.	2012 Current Percent of Students Proficient in Writing :					

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)			

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

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

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

Elementary School Mathematics Goals

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

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

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

		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.	
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	
1b. Florida Alternate Assessment: **Students scoring at Levels 4, 5, and 6 in mathematics.**	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		
Mathematics Goal #1b: _Enter narrative for the goal in this box._	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	_Enter numerical data for expected level of performance in this box._					
		1b.2.	1b.2.	1b.2.	1b.2.	1b.2.	
		1b.3.	1b.3.	1b.3.	1b.3.	1b.3.	

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

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

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

2b. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.	2b.1.	2b.1.	2b.1.	2b.1.	2b.1.		
Mathematics Goal #2b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		2b.2.	2b2.	2b.2.	2b.2.	2b.2.	
		2b.3	2b.3	2b.3	2b.3	2b.3	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

3a. **FCAT 2.0:** Percentage of students making Learning Gains in mathematics.	3a.1.	3a.1.	3a.1.	3a.1.	3a.1.		
Mathematics Goal #3a: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		3a.2.	3a.2.	3a.2.	3a.2.	3a.2.	
		3a.3.	3a.3.	3a.3.	3a..3.	3a.3.	

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

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

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

4a. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.	4a.1.	4a.1.	4a.1.	4a.1.	4a.1.		
Mathematics Goal #4a: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		4a.2.	4a.2.	4a.2.	4a.2.	4a.2.	
		4a.3	4a.3.	4a.3.	4a.3.	4a.3.	

4b. **Florida Alternate Assessment:** **Percentage of students in Lowest 25% making learning gains in mathematics.**	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.		
Mathematics Goal #4b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.	
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011					
Mathematics Goal #5A: *Enter narrative for the goal in this box.*						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.	

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

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

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

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

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

| Mathematics Goal #5D:

Enter narrative for the goal in this box.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.				
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
		5D.3.	5D.3.	5D.3.	5D.3.	5D.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	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.	

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

Mathematics Goal #5E: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		5E.2.	5E.2	5E.2.	5E.2.	5E.2.	
		5E.3	5E.3	5E.3	5E.3	5E.3	

End of Elementary School Mathematics Goals

Middle School Mathematics Goals

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

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

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

1a. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.	1a.1.	1a.1.	1a.1.	1a.1.	1a.1.		
Mathematics Goal #1a: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.	
		1a.3.	1a.3.	1a.3.	1a.3.	1a.3.	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1b.1.	1b.1.	1b.1.	1b.1.	1b.1.		

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

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

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

Mathematics Goal #2a: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* *Enter numerical data for current level of performance in this box.*	2013 Expected Level of Performance:* *Enter numerical data for expected level of performance in this box.*					
		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
		2a.3	2a.3	2a.3	2a.3	2a.3	
2b. Florida Alternate Assessment: **Students scoring at or above Level 7 in mathematics.**	2b.1.	2b.1.	2b.1.	2b.1.	2b.1.		
Mathematics Goal #2b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:* 	2013 Expected Level of Performance:* 					

	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		2b.2.	2b2.	2b.2.	2b.2.	2b.2.
		2b.3	2b.3	2b.3	2b.3	2b.3
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3a. FCAT 2.0: Percentage of students making Learning Gains in mathematics.	3a.1.	3a.1.	3a.1.	3a.1.	3a.1.	
Mathematics Goal #3a: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		3a.2.	3a.2.	3a.2.	3a.2.	3a.2.
		3a.3.	3a.3.	3a.3.	3a..3.	3a.3.
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.	3b.1.	3b.1.	3b.1.	3b.1.	3b.1.	
Mathematics Goal #3b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		3b.2.	3b.2.	3b.2.	3b.2.	3b.2.

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

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

	4a.3	4a.3.	4a.3.	4a.3.	4a.3.	
4b. Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in mathematics.	4b.1.	4b.1.	4b.1.	4b.1.	4b.1.	
Mathematics Goal #4b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		4b.2.	4b.2.	4b.2.	4b.2.	4b.2.
		4b.3	4b.3.	4b.3.	4b.3.	4b.3.
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**

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

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
Mathematics Goal #5A: *Enter narrative for the goal in this box.*							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in mathematics.**	5B.1. White: Black: Hispanic: Asian: American Indian:	5B.1.	5B.1.	5B.1.	5B.1.		

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

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

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

Mathematics Goal #5D: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*				
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3	5D.3.	5D.3.	5D.3.	5D.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	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.	

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

Mathematics Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Enter narrative for the goal in this box.							
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		5E.2.	5E.2	5E.2.	5E.2.	5E.2.	
		5E.3	5E.3	5E.3	5E.3	5E.3	

End of Middle School Mathematics Goals

Florida Alternate Assessment High School Mathematics Goals

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

gh School Mathema	Problem-Solving Process to Increase Student Achievement					

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	1.1. Teachers not properly trained	1.1. District training for proper implementation	1.1. Administration	1.1. Evidence of completed training Teacher evaluations	1.1. Certification of completion		
Mathematics Goal #1: The percentage of students scoring at Levels 4, 5, and 6 will increase from 29% to 39%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	29% (9)	39% (12)					
		1.2. Poor attendance	1.2. Reinforcement provided for improved attendance	1.2. ESE teachers Case Managers	1.2. Review of attendance data	1.2. TERMS, Swits, RtI data bases	
		1.3. Behavioral concerns	1.3. Reinforcement provided for improved behavior	1.3. ESE teachers, case manager, behavior specialist	1.3. Implementation of behavior plan Observations	1.3. Class assignments showing academic improvement Reduction in discipline referrals
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 not properly trained	2.1. District training for proper implementation	2.1. Administration	2.1. Evidence of completed training Teacher evaluations	2.1. Certification of completion		

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

Mathematics Goal #2: The percentage of students scoring at or above Level 7 will increase from 26% to 35%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	26% (8)	35% (11)				
		2.2. Poor attendance	2.2. Reinforcement provided for improved attendance	2.2. ESE teachers Case Managers	2.2. Review of attendance data	2.2. TERMS, Swits, RtI data bases
		2.3. Behavioral concerns	2.3. Reinforcement provided for improved behavior	2.3. ESE teachers, case manager, behavior specialist	2.3. Implementation of behavior plan Observations	2.3. Class assignments showing academic improvement Reduction in discipline referrals
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3. **Florida Alternate Assessment:** **Percentage of students making Learning Gains in mathematics.**	3.1. Teachers not properly trained	3.1. District training for proper implementation	3.1. Administration	3.1. Evidence of completed training Teacher evaluations	3.1. Certification of completion	
Mathematics Goal #3: The percentage of students making learning gains in math will increase from 39% to 48%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

	39% (12)	48% (15)				
		3.2 Poor attendance	3.2 Reinforcement provided for improved attendance	3.2 ESE teachers Case Managers	3.2 Review of attendance data	3.2 TERMS, Swits, RtI data bases	
		3.3 Behavioral concerns	3.3 Reinforcement provided for improved behavior	3.3 ESE teachers, case manager, behavior specialist	3.3 Implementation of behavior plan Observations	3.3 Class assignments showing academic improvement Reduction in discipline referrals	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
4. Florida Alternate Assessment: **Percentage of students in Lowest 25% making learning gains in mathematics.**	4.1.	4b.1.	4b.1.	4b.1.	4b.1.		
Mathematics Goal #4: **N/A**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	.						
		4.2.	4.2.	4.2.	4.2.	4.2.	

End of Florida Alternate Assessment High School Mathematics Goals

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

Algebra End-of-Course (EOC) Goals

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

Algebra EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Algebra.	1.1. Instruction does not consistently differentiate based on individual student needs.	1.1. Teachers will participate in staff development to model delivery methods to include cooperative grouping strategies. Extra emphasis will be on goal setting and individual progress monitoring Additional course planning time provided through common planning as well as monthly course content focus meetings	1.1. Grade level content area teachers Administration Administration	1.1. Lesson Plans Walkthroughs. Review of student performance through progress monitoring tools	1.1. Core K-12 Benchmark Test Common Assessments End of Course Exams. Common Assessments Core K-12		

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

Algebra Goal #1: The percentage of students scoring at Level 3 in Algebra will increase to 50%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	45% (180)	50% (201)				
		1.2. Lessons are not always engaging and relevant to students.	1.2. Extra emphasis will focus on best practices as it relates to student engagement.	1.2. Grade level content area teachers Administration	1.2.. Lesson Plans Walkthroughs.	1.2. Core K-12 Benchmark Test Common Assessments End of Course Exams
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra.	2.1. Instruction does not reflect the consistent use of higher order thinking skills to provide depth of knowledge in instruction.	2.1. Teachers will receive staff development to infuse higher order thinking skills within instruction and in varying forms of assessment.	2.1.. Literacy Coach Administration	2.1.. Lesson Plans Walkthroughs	2.1.. Core K-12 Benchmark Testing End of Course Exams Advanced Placement scores Dual Enrollment grades	
Algebra Goal #2: The percentage of students scoring at or above Levels 4 and 5 in Algebra will increase to 31%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	26% (105)	31% (125)				
		2.2.	2.2.	2.2.	2.2.	2.2.

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

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs),Reading and Math Performance Target	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	**71%**	**85%**	**92%**	**96%**	**98%**	**100%**
Algebra Goal #3A The percentage of proficient students will increase from 71% to 85%							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) **not making satisfactory progress in Algebra.**	3B.1. White: * Black: Hispanic: * Asian: American Indian: * Instruction does not consistently differentiate based on individual student needs.	3B.1. Teachers will participate in staff development to model delivery methods to include cooperative grouping strategies. Extra emphasis will be on goal setting and individual progress monitoring Additional course planning time provided through common planning as well as monthly course content focus meetings	3B.1. Grade level content area teachers Administration Administration	3B.1. Lesson Plans Walkthroughs. Review of student performance through progress monitoring tools	3B.1. Core K-12 Benchmark Testing Common Assessments End of Course Exams. Common Assessments Core K-12		
Algebra Goal #3B: The number of students making satisfactory progress within each subgroup of the student population will increase by 5% (White will increase from 55% to 60% and Hispanic will increase from 52% to 57%).	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White: 55% (148) Black: Hispanic: 52% (15) Asian: American Indian:	White: 60% (161) Black: Hispanic: 57% (17) Asian: American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	

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

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

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra.	3D.1. Differentiated instruction is not consistent to meet the diverse needs of all learners. Lessons are not always engaging and relevant to students.	3D.1. Teachers will organize instruction to include more cooperative grouping to address varying abilities within small group instruction. Extra emphasis will be on best practices as it relates to student engagement.	3D.1. Administration Lead Literacy Team	3D.1. Walkthroughs Observations Lesson Plans	3D.1. Walkthroughs Observations Lesson Plans	
Algebra Goal #3D: Students with Disabilities making progress in Algebra will increase from 45% to 48%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	45% (180)	48 (193)				
		3D.2. ESE delivery models do not provide enough support to maximize instructional needs for SWD students.	3D.2. Our new support facilitation model includes a half day a week built in to schedule to conduct data chats and review all pertinent student information	3D.2. ESE students ESE Department Chairpersons Staffing & Compliance Administration	3D.2. Review of ESE team support and remediation plans Walkthroughs	3D.2. Walkthroughs Instructional Support Plan
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra.	3E.1. . Instruction does not always include enough differentiation to meet the diverse needs of all learners.	3E.1.. Teachers will organize instruction to include more cooperative grouping to address varying abilities within small group instruction. Professional development trainings will be offered in efforts to address this need .	3E.1. Administration	3E.1. Lesson Plans Walkthroughs Professional Development	3E.1. Walkthroughs Lesson Plans	

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

| Algebra Goal #3E:

The percentage of Economically Disadvantaged students proficient in Algebra will increase from 46% to 50%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	46% (158)	50% (172)				
		3E.2.
Lessons are not always engaging and relevant to students.	3E.2
Extra emphasis will be on best practices as it relates to student engagement.	5E.2 .
Math teachers
Administrators | 3E.2..
Lesson Plans
Walkthroughs
Professional Development | 5D.1.
Walkthroughs
Lesson Plans | |

End of Algebra EOC Goals

Geometry End-of-Course Goals

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

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

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

1. Students scoring at Achievement Level 3 in Geometry.	1.1. Instruction does not consistently differentiate based on individual student needs.	1.1. Teachers will participate in staff development to model delivery methods to include cooperative grouping strategies. Extra emphasis will focus on best practices as it relates to student engagement.	1.1. Grade level content area teachers Administration	1.1. Lesson Plans Walkthroughs.	1.1. Core K-12 Benchmark Test Common Assessments End of Course Exams.	
Geometry Goal #1: The percentage of students scoring at Level 3 in Geometry will increase to 55%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	50% (181)	55% (199)				
		1.2. Lessons are not always engaging and relevant to students.	1.2. Extra emphasis will focus on best practices as it relates to student engagement.	1.2. Grade level content area teachers Administration	1.2. Lesson Plans Walkthroughs.	1.2. Core K-12 Benchmark Test Common Assessments End of Course Exams
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 Instruction does not reflect the consistent use of higher order thinking skills to provide depth of knowledge in instruction.	2.1. Teachers will receive staff development to infuse higher order thinking skills within instruction and in varying forms of assessment.	2.1. Administration	2.1. Lesson Plans Walkthroughs	2.1. Core K-12 Benchmark Testing End of Course Exams Advanced Placement scores Dual Enrollment grades	

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

Geometry Goal #2: The percentage of students scoring at Levels 4 and 5 in Geometry will increase to 40%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	30% (110)	40% (144)					
		2.2.	2.2.	2.2.	2.2.	2.2.	
Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), Reading and Math Performance Target	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	**Baseline data 2010-2011**	**80%**	**85%**	**89%**	**92%**	**95%**	**100%**
Geometry Goal #3A The percentage of proficient students in Geometry will increase from 80% to 85%							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

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: * Instruction does not consistently differentiate based on individual student needs.	3B.1 Teachers will participate in staff development to model delivery methods to include cooperative grouping strategies. Extra emphasis will focus on best practices as it relates to student engagement.	3B.1. Grade level content area teachers Administration	3B.1 Lesson Plans Walkthroughs.	3B.1. Core K-12 Benchmark Test Common Assessments End of Course Exams.		
Geometry Goal #3B: The number of students making satisfactory progress within each subgroup of the student population will increase by 5% (White will increase from 30% to 35% and Hispanic will increase from 29% to 34%).	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	White: 30% (71) Black: Hispanic: 29% (10) Asian: American Indian:	White: 35% (84) Black: Hispanic: 34% (12) Asian: American Indian:					

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

		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	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: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.	3D.1. Differentiated instruction is not consistent to meet the diverse needs of all learners. Lessons are not always engaging and relevant to students.	3D.1. Teachers will organize instruction to include more cooperative grouping to address varying abilities within small group instruction. Extra emphasis will be on best practices as it relates to student engagement.	3D.1. Administration	3D.1. Walkthroughs Observations Lesson Plans	3D.1. Walkthroughs Observations Lesson Plans		
Geometry Goal #3D: **Students with Disabilities making satisfactory progress in Geometry will increase from 35% to 40%**	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	35% (19)	40% (22)					
		3D.2. ESE delivery models do not provide enough support to maximize instructional needs for SWD students.	3D.2.. Our new support facilitation model includes a half day a week built in to schedule to conduct data chats and review all pertinent student information	3D.2. ESE students ESE Department Chairpersons Staffing & Compliance Administration	3D.2. Review of ESE team support and remediation plans Walkthroughs	3D.2. Walkthroughs Instructional Support Plan	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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

3E. Economically Disadvantaged students not making satisfactory progress in Geometry.	3E.1. Instruction does not always include enough differentiation to meet the diverse needs of all learners.	3E.1 Teachers will organize instruction to include more cooperative grouping to address varying abilities within small group instruction. Professional development trainings will be offered in efforts to address this need .	3E.1. Administration	3E.1.. Lesson Plans Walkthroughs Professional Development	3E.1.. Walkthroughs Lesson Plans		
Geometry Goal #3E: The percentage of Economically Disadvantaged students making satisfactory progress in Geometry will increase from 57% to 60%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	57% (81)	60% (85)					
		3E.2.. Lessons are not always engaging and relevant to students.	3E.2. Extra emphasis will be on best practices as it relates to student engagement.	3E.2.. Math teachers Administrators	3E.2. Lesson Plans Walkthroughs Professional Development	3E.2. Walkthroughs Lesson Plans Observations	

End of Geometry EOC Goals

Mathematics Professional Development

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

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

PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Content Area Focus Meetings	9-12	Administration	Math teachers	Lunch, planning periods, monthly meetings	Observations and lesson plans to monitor implementation	Administration
Learning Strategies	9-12	Administration Literacy Coach	All faculty	Monthly	Walkthroughs, observations, lesson plans	Administration

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
Quarterly Common Formative Assessments		Internal	
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: $500.00			

End of Mathematics Goals

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

Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1a. FCAT 2.0: Students scoring at Achievement Level 3 in science.	1a.1.	1a.1.1	1a.1.	1a.1..	1a.1.1		
Science Goal #1a: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	*Enter numerical data for expected level of performance in this box.*					
		1a.2.	1a.2.	1a.2.	1.1.	1a.2.	

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

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

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

	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		2a.2.	2a.2.	2a.2.	2a.2.	2a.2.	
2b. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2b.1.	2b.1.	2.1.	2b.1.	2b.1.		
Science Goal #2b: *Enter narrative for the goal in this box.*	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		2b.2.	2b.2.	2b.2.	2b.2.	2b.2.	

End of Elementary and Middle School Science Goals

Florida Alternate Assessment High School Science Goals

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

High School Science	**Problem-**						

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

Goals	Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Florida Alternate Assessment: Students scoring at Level 4, 5, and 6 in science.	1.1 Teachers not properly trained	1.1 District training for proper implementation	1.1 Administration	1.1 Evidence of completed training Teacher evaluations	1.1 Certification of completion	
Science Goal #1: Percentage of students scoring at Levels 4, 5, and 6 in science will increase from 27% to 35%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
	27% (7)	35% (9)				
		1b.2. Poor attendance	1b.2. Reinforcement provided for improved attendance	1b.2. ESE teachers Case Managers	1b.2. Review of attendance data	1b.2. TERMS, Swits, RtI data bases
		1b.3. Behavioral concerns	1b.3. Reinforcement provided for improved behavior	1b.3. ESE teachers, case manager, behavior specialist	1b.3. Implementation of behavior plan Observations	1b.3.Class assignments showing academic improvement Reduction in discipline referrals

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.	2.1 Teachers not properly trained	2.1 District training for proper implementation	2.1 Administration	2.1 Evidence of completed training Teacher evaluations	2.1 Certification of completion		
Science Goal #2: The percentage of students scoring at or above Level 7 will increase from 12% to 19%.	2012 Current Level of Performance:*	2013Expected Level of Performance:*					
	12% (3)	19% (5)					
		1b.2. Poor attendance	1b.2. Reinforcement provided for improved attendance	1b.2. ESE teachers Case Managers	1b.2. Review of attendance data	1b.2. TERMS, Swits, RtI data bases	
		2.3 Behavioral concerns	1b.3. Reinforcement provided for improved behavior	1b.3. ESE teachers, case manager, behavior specialist	1b.3. Implementation of behavior plan Observations	1b.3. Class assignments showing academic improvement Reduction in discipline referrals	

End of Florida Alternate Assessment High School Science Goals

Biology End-of-Course (EOC) Goals

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

Biology EOC Goals	Problem-Solving Process to Increase						

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

	Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in Biology.	1.1. Science instruction does not always include student centered learning, labs and technology.	1.1. Teachers will include student -centered activities in all their courses.	1.1. Science Department Chairperson Administration	1.1. Lesson Plans Walkthroughs Observations	1.1. Core K-12 Benchmark Test End of Course Exams Dual Enrollment grades.		
<u>Biology Goal #1:</u> The percentage of students achieving a Level 3 in Biology will increase to 55%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	50% (181)	60% (217)					
		1.2. Students are not always currently learning content that appears on the EOC test.	1.2. Common formative assessments will be implemented quarterly to gauge student skills and allow for differentiation of instruction Reassignment of content teachers to improve fidelity	1.2. Science Department Chairperson Common assessments coordinator	1.2. Creation of quarterly common assessments Walkthroughs Observations	1.2. Common assessment data Core K-12 data End of Course Exams	

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in Biology.	2.1. Instruction does not consistently provide higher order thinking skills and the depth of knowledge to encourage more cognitive complexity.	2.1. Literacy team will provide professional development through monthly staff trainings in order to promote more in depth refining and extension activities as well as teaching higher order thinking skills.	2.1. Department Chairperson Literacy Coach Administration	2.1. Monthly review of student assessments will monitor levels of questioning, inclusion of more rigor and its effectiveness. Walkthroughs Lesson plans	2.1. Core K-12 Benchmark Test End of Course Exams Advanced Placement scores Dual Enrollment grades		
Biology Goal #2: The percentage of students achieving levels 4 & 5 in Biology will increase to 30%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	24% (90)	30% (111)					
		2.2.	2.2.	2.2.	2.2.	2.2.	

End of Biology EOC Goals

Science Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning						

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

Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Next Generation Standards	Content area	District personnel Dept Chairperson	Math Department school wide	Semester	Lesson Plans, walkthroughs, observations, DA data review, common assessments, end of course exams, Core K-12	Math Department Chairperson Administration
Differentiation	By course	District Personnel	Math teachers	Ongoing	Walkthroughs Lesson plans	Literacy Coach Math Dept Chairperson Administration
Higher Order thinking	School wide	Literacy Coach	School wide	Quarters 1 & 2	Walkthroughs, observations, common assessment data	Administration
Collaborative Intervention Model	School wide	Administrator	ESE Department Chairpersons Case managers	Ongoing	Weekly meetings	Administration ESE Case Managers ESE Department Chrps
Content Focus Meetings	Content Area	Administrator	Course teachers	Monthly	Walkthroughs, Lesson Plans	Responsible

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
Science strategy for inquiry learning and student engagement	Student fees	Internal	
Subtotal: $4000.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

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

Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: $4000.00			

End of Science Goal

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

Writing Goals

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

Writing Goals	Problem-Solving Process to Increase Student Achievement					
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1a. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.	1.1. Writing is not always used consistently across all content areas.	1.1. Writing initiatives, school wide projects and grade level workshops will be developed to service all students Addition of a Writing Coordinator position to address instructional inclusion of writing activities	1.1. Literacy Coach Lead Literacy Team Administration	1.1. Classroom observation of implementation Walkthroughs Monitoring of engagement activities shared through staff development	1.1. Writing data Grade Level formative assessments	
Writing Goal #1a: The percentage of students scoring at Level 3 or higher in writing will increase from 93% to 95%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

	93% (337)	95% (344)					
		1a.2.	1a.2.	1a.2.	1a.2.	1a.2.	
1b. Florida Alternate Assessment: **Students scoring at 4 or higher in writing.**	2.1 Teachers not properly trained	2.1 District training for proper implementation	2.1 Administration	2.1 Evidence of completed training Teacher evaluations	2.1 Certification of completion		
Writing Goal #1b: The percentage of students scoring at Level 4 or higher will increase from 57% to 64%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	57% (8)	64% (9)					
		2.2 Poor attendance	2.2. Reinforcement provided for improved attendance	2.2. ESE teachers Case Managers	2.2. Review of attendance data	2.2. TERMS, Swits, RtI data bases	

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.						

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing across the curriculum	All grades	Literacy Coach	School wide all grades	Monthly	Walkthroughs Professional Development	Literacy Coach English Dept Chairperson Administration
Writing within content areas	Content area specific	Literacy Coach Eng Dept Chairperson	All courses	Ongoing	Review lesson plans Walkthroughs Professional Development activities	Literacy Coach Administration

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Writing Across Curriculum / Content Areas	Principal's Account	Internal Funds	$2000.00
Subtotal: $2000.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Professional Development Literacy Cycle	Literacy Lunch N' Learns & Snack / SHare		2000.00
Subtotal: $2000.00			
Other			
Strategy	Description of Resources	Funding Source	Amount

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

Writing Coordinator	Use of Leadership position to support writing initiatives	District funds	1200.00
Subtotal: $1200.00			
Total: $5200.00			

End of Writing Goal

Civics End-of-Course (EOC) Goals

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

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

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

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

Civics Professional Development

Professional Development (PD) aligned with Strategies through Professional						

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

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

Civics Budget (Insert rows as needed)

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

Subtotal:			
Total:			

End of Civics Goal

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

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

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

U.S. History EOC Goals	Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students scoring at Achievement Level 3 in U.S. History.	1.1. Attendance concerns	1.1. Interventions through the Attendance Committee and CIM meetings	1.1. Attendance Committee ESE Department Chairperson and case managers Administration	1.1. Progress monitoring	1.1. Ongoing class assessments		
U.S. History Goal #1: The percentage of students scoring at Level 3 in U.S. History will be 50%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	50%(191)					
		1.2.	1.2.	1.2.	1.2.	1.2.	

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

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.	2.1. Instruction does not consistently provide higher order thinking skills and the depth of knowledge to encourage more cognitive complexity.	2.1. Literacy team will provide professional development through monthly staff trainings in order to promote more in depth refining and extension activities as well as teaching higher order thinking skills.	2.1. Department Chairperson Literacy Coach Administration	2.1. Monthly review of student assessments will monitor levels of questioning, inclusion of more rigor and its effectiveness. Walkthroughs Lesson plans	2.1. End of Course Exams Advanced Placement scores Dual Enrollment grades		
U.S. History Goal #2: The percentage of students scoring at Level 3 in U.S. History will be 50%	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	N/A	50% (191)					
		2.2.	2.2.	2.2.	2.2.	2.2.	

U.S. History Professional Development

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

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

Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Course content professional development meetings	U.S. History teachers	Administration	U.S. History teachers, administration	Quarterly	Mid-year review	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
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			

	Total:			

End of U.S. History Goals

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

Attendance Goal(s)

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

Attendance Goal(s)	Problem-solving Process to Increase Attendance						
Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Attendance	1.1. Teachers and staff are not contacting parents with a history of attendance issues. Itinerants are not being utilized efficiently as an Intervention.	1.1 Teachers, guidance counselors, attendance committee members and itinerants will identify students before a pattern of excessive absences. Creation of lunch suspension and after school detention as additional interventions.	1.1. All staff Guidance Counselors RtI Committee Itinerant staff	1.1. Monthly RtI meetings Weekly 9th grade learning community meetings to identify patterns within 9th grade	1.1 S.W.I.T.S data collection tool RtI database		

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

Attendance Goal #1:							
The percentage of students with excessive absences will decrease by 10%.	2012 Current Attendance Rate:*	2013 Expected Attendance Rate:*					
The percentage of students tardy will decrease by 10%.							
	95% (1440)	97% (1465)					
	2012 Current Number of Students with Excessive Absences (10 or more 5% (86)	2013 Expected Number of Students with Excessive Absences (10 or more) 4% (80)					
	2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)					
	7% (111)	6% (90)					
		1.2.	1.2.	1.2.	1.2.	1.2.	

Professional						

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

Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
RtI meetings/training	9-12	Administration	RtI committee members, administration, itinerant staff	Monthly	Administration will attend and monitor all work related to RtI workgroups	Administration
LC Attendance training	9-12	Administrator	All instructional staff	Monthly	Monitoring through Attendance Committee	Administration

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Tardy Table /computer & printer	Utilization of data source	District funds	
Subtotal: $1000.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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

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

End of Attendance Goals

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

Suspension Goal(s)

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

Suspension Goal(s)	Problem-solving Process to Decrease Suspension					
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Suspension	1.1. Lack of consistency with teachers as to appropriate interventions to diffuse disciplinary situations. Lack of communication with parents before matters escalate	1.1. Teachers will utilize RtI procedures to provide support for necessary interventions. Alternatives to suspension will be reviewed as an earlier intervention to office discipline referrals.	1.1. Students Faculty Administration RtI Team	1.1. The RtI team will track office referrals and other support interventions through the S.W.I.T.S. data system	1.1. S.W.I.T.S. data collection system	
Suspension Goal #1: The percentage of students receiving disciplinary interventions will decrease by 20%.	2012 Total Number of In –School Suspensions	2013 Expected Number of In- School Suspensions				
	411	329				
	2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In -School				
	329	264				

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

	2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions				
	162	130				
	2012 Total Number of Students Suspended Out- of- School	2013 Expected Number of Students Suspended Out- of-School				
	115	92				
		1.2. There is little support or interventions available for students as an alternative for more severe disciplinary incidents.	1.2. To have available alternative supports for students who have severe difficulties in a traditional learning environment After school detention, lunch suspension, mediation	1.2. Behavior Specialist RtI Team Administration	1.2. Monthly meetings to analyze data and offer alternative solutions Tracking of data to gauge incident levels	1.2. S.W.I.T.S data system RtI data collection system TERMS	

Suspension Professional Development

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

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

Problem Solving Response to Intervention	All grades	Administration	All faculty	First quarter	RtI data base S.W.I.T.S data collection tool	Administration Discipline Committee RtI Team
Behavioral Interventions	All grades	Behavior Specialist	All faculty	Monthly Learning Community Meetings	Monitoring of office referrals	RtI Team Administration

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
After School Detention Program	Alternative to suspension	SAC	$3000.00
Subtotal: $2000.00			
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: $2000.00			

End of Suspension Goal

Dropout Prevention Goal(s)

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

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

*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 <u>Dropout Prevention Goal #1:</u> *Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	1.1. Students lack of awareness of graduation requirements as well as deficient in credits and GPA's < 2.0	1.1 APEX Credit Recovery Program students are provided opportunity to earn credits to graduate with their cohort.	1.1. SSAP, Apex teacher, guidance counselors, administration	1.1. Monitor progress /percent of students targeted within the graduation enhancement program	1.1. Mastery of progress towards course completion through APEX Credit Recovery Program.	
The dropout rate will reduce from .2% to .1% and the graduation rate will increase from 90.2% to 93%.	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*				
	.2%	.1 %				
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*				
	90.2%	93%				
		1.2. Students and parents are not aware of graduation requirements	1.2. Parents/guardians will be notified about their child's progress through quarterly contact letters and phone calls	1.2. Administrative team, guidance counselors	1.2. Identify and monitor the progress of At-Risk students through regular reviews of data sources	1.2. FCAT, attendance reports, GPA/Credits earned by grad-plan reports
		1.3.	1.3.	1.3.	1.3.	1.3.

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

Dropout Prevention Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
PS/RtI	All	District trainer	PS/RtI team	Training dates all year	Implementation of components	PS/RtI team
APEX training	All	District trainer	APEX teacher	Training dates all year	Analysis of data regarding performance of students-at risk	Administration team

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:			

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

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)

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

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 <u>Parent Involvement Goal #1:</u> *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	1.1. Events and programs planned are not conducive to parent's schedules.	1.1. Offer a wider variety of programs along with different tools-ie: online blogs, online programs for parental involvement, etc.	1.1. Administration 5-Star School Committee	1.1. Participation at school events SAC attendance Volunteer hours	1.1. Data collection from Volunteer and 5-Star School coordinators		
RRHS achieved recognition for being a 5-Star school with parent participation above 60% and Student Advisory Council attendance exceeding 80%. For 2012, parent participation will increase to 65%.	2012 Current level of Parent Involvement:*	2013 Expected level of Parent Involvement:*					
	65%	68%					

		1.2. Difficulty communicating with parents about school events	1.2. Utilize newer updated website that include podcasts and blogs to keep parents informed of school events. Students will utilize social networking to stay informed with school events	1.2. Administration Technology Specialist	1.2. Participation at school events	1.2. Sign-in sheets	

Parent Involvement Professional Development

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

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

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

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)

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

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

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

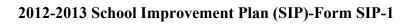| STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
STEM Goal#1 By the end of the 2013 school year, the percentage of students achieving industry certification within the Engineering Academy will increase from 5 certifications to 15.	1.1. The cost of industry certification.	1.1. Business partnerships and sponsors to assist with costs	1.1. Engineering teacher Career Specialist Administration	1.1. Ongoing identification of students preparing for exams	1.1. Total number of completed certifications
	1.2.	1.2.	1.2.	1.2.	1.2.

STEM Professional Development

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

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

PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Project Lead the Way curriculum program	9-12	PTW trainers	Engineering teachers	Ongoing	Quarterly visits	Administrative team, district CCTE coordinator

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
Industry Certifications	Student industry certification opportunities	Internal	
Subtotal: $1000.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Project Lead the Way trainings			$500.00
Subtotal:$500.00			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: $1500.00			

End of STEM Goal(s)

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

Career and Technical Education (CTE) Goal(s)

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: For the 2012 – 2013 school year, the percentage of students achieving industry certification will increase from 19 to 25.	1.1. Equipment used in CCTE classes is often outdated.	1.1. District provides new equipment and software to meet program needs. Extend business and community partnerships	1.1. CCTE Department Chairperson, Business teachers Administration	1.1. Mid year monitoring	1.1. Achieved industry certification
	1.2.	1.2.	1.2.	1.2.	1.2.

CTE Professional Development

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

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

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

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
Industry Certification	Student opportunities for certification	Internal$	$1000.00
Subtotal: $1000.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Refresh Computer Lab to current standards	Up to date modern equipment to match industry standards	District Funds	$15000.00
Subtotal: $15,000.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: $16,000.00			

End of CTE Goal(s)

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

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. Limited number of teachers with advanced degrees eligible to teach college courses	1.1. Encourage those in continuing education to pursue the option of teaching college level courses	1.1. Administration	1.1. Course offerings Course requests	1.1. Online registration tools TERMS reports		
Additional Goal #1: The number of Dual Enrollment courses offered onsite will increase from 6 to 10.	2012 Current Level :*	2013 Expected Level :*					
	6 courses	10 courses					
		1.2.	1.2.	1.2.	1.2.	1.2.	

Additional Goals Professional Development

Professional						

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

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

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			

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

Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Additional Goal(s)

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

Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	
	Total: $5000.00
Mathematics Budget	
	Total: $500.00
Science Budget	
	Total: $4000.00
Writing Budget	
	Total: $5200.00
Attendance Budget	
	Total: $0
Suspension Budget	
	Total: $2000.00
Dropout Prevention Budget	
	Total: $0
Parent Involvement Budget	
	Total: 0
STEM Budget	
	Total: $1500.00
CCTE Budget	
	Total: $16000.00
Additional Goals	
	Total: 0
	Grand Total: $24,700.00

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

Differentiated Accountability

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

School Differentiated Accountability Status		
▢Priority	▢Focus	▢Prevent

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

School Advisory Council (SAC)

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

▢ Yes   ▢ No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.
2012-2013 SAC activities will focus on increased student participation and recognition in varying academic arenas as well as alternatives to disciplinary interventions allowing for less instructional time to be missed.

Describe the projected use of SAC funds.	Amount
After-school detention program	$2000.00