

# Florida Department of Education



## School Improvement Plan (SIP)

# Form SIP-1

2012-2013

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

**2012-2013 SCHOOL IMPROVEMENT PLAN**

**PART I: CURRENT SCHOOL STATUS**

**School Information**

School Name: Sebring High School	District Name: Highlands
Principal: Anne Lindsay	Superintendent: Wally Cox
SAC Chair: Amberlee Rogers	Date of School Board Approval:

**Student Achievement Data and Reference Materials:**

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

**Administrators**

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
Principal	Anne Lindsay	Ph.D. School Principal	1	18	Principal, Sebring Middle School 1995-2000 District Office, Director of Curriculum and Instruction 2000-2007 Private industry 2007-2011 Principal, Sebring High School, 2011-Current

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Assistant Principal	Ilene Eshelman	Bachelors and Masters - Area of Certification: English 6-12, Educational Leadership	24	4	<p>2006-07 C – No on AYP Learning gains: Reading 49%, Math 69% Lowest 25% Learning Gains: Reading 43%, Math 58%</p> <p>2007-08 C – No on AYP Learning gains: Reading 51%, Math 74% Lowest 25% Learning Gains: Reading 45%, Math 60%</p> <p>2008-09 D – No on AYP Learning gains: Reading 49%, Math 68% Lowest 25% Learning Gains: Reading 43%, Math 58%</p> <p>2009-10 C – No on AYP Learning gains: Reading 45%, Math 68% Lowest 25% Learning Gains: Reading 36%, Math 53%</p>
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Assistant Principal	Michael Haley	Bachelors and Masters - Areas of Certifications: Technical Management, Educational Leadership	1	6	<p>Assistant Principal at Sebring High School 2011-current</p> <p>Principal; Lake Placid High School 2009-2010 Grade: AYP: No Learning Gains: Reading: 30% Math: 66% Lowest 25%: Reading: 34% Math: 54%</p> <p>Principal; Lake Placid High School 2008-2009 Grade: D AYP: No Learning Gains: Reading: 33% Math: 67% Lowest 25%: Reading:39% Math: 64%</p> <p>Assistant Principal; LPHS 2007-2008 Grade: D AYP: No Learning gains: Reading: 30% Math 69% Lowest 25%: Reading: 41% Math: 59%</p> <p>Assistant Principal; LPHS 2006-2007 Grade: D AYP:No Learning Gains: Reading 35%, Math75% Lowest 25%: Reading: 41% Math: 60%</p>
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Assistant Principal	Jim Howard	Bachelors and Masters - Areas of Certifications: Bookkeeping 7-12, Mathematics 5-9, Physical Education K-12, School Principal, Middle Grades	30	10	<p>2006-07 C – No on AYP Learning gains: Reading 49%, Math 69% Lowest 25% Learning Gains: Reading 43%, Math 58%</p> <p>2007-08 C – No on AYP Learning gains: Reading 51%, Math 74% Lowest 25% Learning Gains: Reading 45%, Math 60%</p> <p>2008-09 D – No on AYP Learning gains: Reading 49%, Math 68% Lowest 25% Learning Gains: Reading 43%, Math 58%</p> <p>2009-10 C – No on AYP Learning gains: Reading 45%, Math 68% Lowest 25% Learning Gains: Reading 36%, Math 53%</p>
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### Instructional Coaches

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Jennifer Sanchez	Bachelors and Masters - Areas of Certifications: Ed Admin and Leadership, Elem Ed K-6, Middle Grades, English 6-12, Social Science 6-12, ESOL and Reading Endorsed	6	3	Reading Coach at Hill-Gustat Middle School 2009-10, 2010-11 Grade A 2009/10:Reading Mastery 68% Math Mastery 65% Writing Mastery 93% Science Mastery 43% Learning Gains in Reading 66%, Learning gains in Math 69%, Lowest Quartile in Reading 64% and Lowest Quartile in Math 68%. AYP 82%, White and EcD did not make AYP in Reading. White, Hispanic, and EcD did not make AYP in Math.

### Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Advertise for vacancies utilizing a web-based site that reaches the entire United States.	District Office – Human Resources	Completed
2. If possible, interview and hire teachers certified and highly qualified.	Principal	Completed
3. Continuously receive updates from the District Office on present status of teachers.	District Office – Human Resources	Completed
4. Selection of new hires must be approved by the Superintendent.	Superintendent	Completed
5. Work with teachers needing to complete PEC or ACT program.	Principal/District Office	Yearly
6. Continuously advertise opportunities for teachers to attend classes, inservices, and workshops to continue their education or to recertify.	District Office – Human Resources/Curriculum Principal	Ongoing

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7. Use a “buddy system” at the school level to help new teachers adjust to the school and district.	Assistant Principal and Peer Teachers	Ongoing
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***Non-Highly Effective Instructors***

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

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
Julie Barnett (OOF ESL)  Travis Rapp (OOF Reading)	Completing course work to become endorsed.  Completing course work to become endorsed.

***Staff Demographics***

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

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

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
79 Classroom 10 Non-Classroom	1 0	9 0	44 50	46 50	34 70	100	14 10	4 0	32 20

***Teacher Mentoring Program/Plan***

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

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Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Darrell Layfield	Col. Charles Farmer	First-year ROTC teacher	Meetings, classroom visits, feedback.

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**Additional Requirements**

***Coordination and Integration-Title I Schools Only***

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

Title I, Part A N/A
Title I, Part C- Migrant Provides services to migrant students (PreK-12th grade) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students, and provide health and guidance services to them. The Migrant Early Childhood Program serves 4 year old children in a full time preschool program, focusing on readiness activities. Parent involvement and education is an integral part of the Migrant Program.
Title I, Part D Provides services to children who are delinquent or neglected.
Title II Provides for teacher professional development and supports all teachers and paraprofessionals to be highly qualified.
Title III Supports activities to assist students become proficient in English, supports teacher professional development in E.L.L. strategies and parent involvement and education
Title X- Homeless Student Services coordinates with Title I, Part A to provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) N/A
Violence Prevention Programs The district offers a non-violence and anti-drug program to students that incorporates field trips, community service, drug tests, and counseling.
Nutrition Programs District food service department facilitates grant funding to provide fresh fruit and vegetables in the elementary schools. In addition, they provide services in summer for breakfast and lunches at various school and community locations.
Housing Programs N/A
Head Start N/A
Adult Education N/A

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<p>Career and Technical Education Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged, and handicapped students in grades 7-12. Title VI supports the operations of the Career Academy by providing professional development and resources for progress monitoring. Continued industry certification program in Culinary and have added two industry certification programs in agriculture and business.</p>
<p>Job Training A partnership with the city will provide students with a job skills program that will allow students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview.</p>
<p>Other</p>
<p><b><i>Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)</i></b> School-Based MTSS/RtI Team</p>
<p>Identify the school-based MTSS leadership team.</p> <p>Anne Lindsay, Principal Jennifer Sanchez – Literacy Curriculum Resource Teacher (LCRT) Chris Savage – ESE Resource Teacher Jeannine De Genaro – Guidance Department Chair Teacher of Reading Assigned to Student</p>
<p>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?</p> <p>The MTSS team integrates its work with that of the Guidance Support Team. The support team meets at least monthly to review multiple student issues, including academic achievement.</p>
<p>Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?</p> <p>All members of the MTSS Leadership Team serve on the Curriculum Leadership team except for the district-based social worker. The Curriculum Leadership Team is one of the major groups to provide input into the development of the SIP based on student performance data. Elements of the MTSS process are incorporated into the reading intervention strategies that are implemented at the school level when a student does not make adequate progress in reading.</p>
<p>MTSS Implementation</p>

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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.

Tier 1- 88-minute block of English instruction (9<sup>th</sup> & 10<sup>th</sup> graders not passed)

Tier 2- Intensive Reading (88 minutes every other day), FastForward, Jamestown mini-lessons w/o computer assistance, Gradual Release (direct instruction, small group task, independent completion, and differential instruction), study hall, Florida Virtual School, National Honor Society (tutoring), ESOL Strategies, CARPD Teacher (Content Area Reading-Certified), Saturday tutoring, Instructional Focus Calendar, Instructional Resource

Tier 3 - Gradual Release (direct instruction, small group task, independent completion, and differential instruction), Intensive Reading (88 minutes daily), FastForward, Jamestown mini lessons w/o computer assistance, study hall, Florida Virtual School, National Honor Society (tutoring), ESOL Strategies, CARPD Teacher (Content Area Reading-Certified)

Describe the plan to train staff on MTSS.

All reading teachers have received prior training in research-based reading strategies for all tier interventions. Update training is provided on a regular and ongoing basis for all teachers. As new interventions are identified, appropriate training and follow-up is provided.

Describe the plan to support MTSS.

### *Literacy Leadership Team (LLT)*

School-Based Literacy Leadership Team

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

Anne Lindsay - Principal  
Michael Haley - Assistant Principal  
Ilene Eshelman - Assistant Principal  
Jim Howard - Assistant Principal  
Jennifer Sanchez (LCRT) – Reading  
Julie Giordano - Social Studies  
Cheryl Rosenbaum - English  
Carolyn Campbell/Linda Henderson - Math  
Angela Mann - Science  
Jeannine De Genaro – Student Services  
Patricia Reutebuch – Fitness  
Kaerdi McGovern – ESE  
Joseph Marquart – Practical Arts  
Allison Rapp – Performing Arts

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

The LLT meets monthly as a part of the Curriculum Leadership Team to evaluate the literacy needs of Sebring High School, develop intervention strategies and implement these strategies across the curriculum.

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

1. "Read Like A Rock Star:" - A month-long literacy emphasis when every student chooses a book. At various times during the day an administrator announces to the school that it is time to read like a rock star. Students who have their books and who read for the 15-20 minute period receive rewards and their names are placed in a drawing for prizes.
2. Required the implementation of Range of Reading and Level of Text Complexity from Reading Standards for Literacy in Science and Technical subjects 6-12 and History/Social Studies 6-12.
3. Implement FastForward in all intensive reading classes and implement research-based reading structures in all intensive reading classes.
4. Conduct quarterly data chats with all students enrolled in intensive reading and all teachers in intensive reading. Establish goals for improvement and monitor progress.
5. Continue summer reading program for all grade levels with student eligibility for literacy reward cards during first nine weeks of 2013-14.

### ***Public School Choice***

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

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

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

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

NA

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

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

All teachers are responsible for the use of reading strategies at Sebring High School. Each teacher has been trained in UNRAVEL and THIEVES. Weekly checks of lesson plans are conducted by assigned administrators. Classroom walk-throughs are also conducted by assigned administrators to confirm use of strategies.

In the development of Individual Professional Development Plans, which is required of each teacher, the assigned administrator will meet individual with every teacher to review assigned student data in reading and establish a goal of adequate improvement in reading for these students.

### ***\*High Schools Only***

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

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

Sebring High School offers vocational opportunities or classes in the areas of Business, Drafting, Industrial Arts, Culinary, Family Dynamics, ROTC, CDE, Internship, Externship, and ESE Job Placements. Standards in these classes, as well as State Standards found in all academic classes, addresses the connection of what they learn in a particular course and how it is relevant to a future job. Skills that are being taught in core academic classes are identified as necessary to complete applied and integrated courses as well as function in real world situations.

In addition to this, students from our school are given the option of attending the community college in our area where they can begin earning credits in specific vocational fields.

Many of the students participate in higher level academic classes to prepare themselves for post-secondary work through Honors, Advanced Placement, Dual Enrollment, and International Baccalaureate classes.

During November and American Education Week, Sebring High School will conduct Celebrate Your Future with a daily activities in each class related to planning today for their future beyond high school. Some of the strategies during this week will assist in recognizing the systemic nature of many of the courses that are taken during high school.

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?

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Upon entering Sebring High School, students are given several options to choose their academic paths. The first choice is to graduate in 3 years on the college bound or vocational track, or in 4 years. We receive recommendation from prior teachers as to the level of academic class the student should be in and review assessment data to see if they meet the criteria for classes they choose.

In the spring of each year students are given a Course Syllabus containing the class offerings for the next year. A counselor will provide an academic history for each student and will sit down individually with students to discuss options. Students are asked to take this home to parents for discussion and input. Following that, students return their choices to counselors.

In the fall of each year counselors begin with the twelfth grade students and review their academic histories and present schedule to make sure they meet graduation requirements. Following the seniors, counselor work down to their ninth grade students. Counselors are assigned students alphabetically so they have the opportunity to know the student and family very well before they leave our school.

### *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](#).

Based on the 2010 graduating seniors' data found in the High School Feedback Report, Sebring High School will:

- \* Enroll students in courses making them eligible for Florida Bright Futures.
- \* Offer one dual enrollment science course.
- \* Increase the number of students who take the PSAT or PLAN two years prior to graduation.

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**PART II: EXPECTED IMPROVEMENTS**

**Reading Goals**

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

<b>Reading Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.</b>	1A.1. Student Attendance	1A.1. Implement a grade level attendance monitor.	1A.1. Assistant Principal, grade level monitor.	1A.1. Monitor attendance	1A.1. Rate of Attendance		
<b>Reading Goal #1A:</b> 53% of assessed students in Grades 9 and 10 will achieve Level 3 on FCAT 2.0 2013 Reading	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	48%	53%					
		1A.2. Informational Text	1A.2. Train content area teachers in the use of pre-reading and reading comprehension strategies	1A.2. Reading Coach	1A.2. Lesson plan check, administrator classroom observations, departmental meetings	1A.2. FAIR/FCAT	



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		1A.3. Text Complexity	1A.3. Teacher will use low, moderate, and high levels of text complexity	1A.3. Reading Coach	1A.3. Lesson plan check, administrator classroom observations, departmental meetings	1A.3. FAIR/FCAT	
<b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b>	1B.1. Student Attendance	1B.1. Implement a grade level attendance monitor	1B.1. Grade level monitor, ESE Resource teacher	1B.1. Monitor attendance	1B.1. Rate of Attendance		
<b>Reading Goal #1B:</b> 89% of assessed students will achieve Level 4 or higher on FAA.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	88%	89%					
		1B.2. Teacher Training	1B.2. Teachers will attend training in the FAA assessment content and process	1B.2. Reading Coach, ESE Resource Teacher, District ESE Department	1B.2. Administrator classroom observations	1B.2. Staff Development Records	
		1B.3. Text Complexity	1B.3. Provide a variety of complex text to provide students with multiple levels of complex text	1B.3. Reading Coach	1B.3. Lesson plan check, classroom observations, grade level meetings	1B.3. FAIR/FAA	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</b>	2A.1. Student Attendance	2A.1. Implement a grade level attendance monitor.	2A.1. Assistant Principal, grade level monitor.	2A.1. Monitor attendance	2A.1. Rate of Attendance		
<b>Reading Goal #2A:</b> 34% of assessed students in Grades 9 and 10 will achieve Level 4 or higher on 2013 FCAT 2.0 Reading.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	29%	34%					
	1A.2. Informational Text 1A.3. Text Complexity	2A2. Informational text	2A.2. Train content area teachers in the use of pre-reading and reading comprehension strategies	2A.2. Reading Coach	2A.2. Lesson plan check, administrator classroom observations, departmental meetings	2A.2. FAIR/FCAT	
		2A3. Text Complexity	2A.3. Teacher will use low, moderate, and high levels of text complexity	2A.3. Reading Coach	2A.3. Lesson plan check, administrator classroom observations, departmental meetings	2A.3. FAIR/FCAT	
<b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b>	2B.1. Student Attendance	2B.1. Implement a grade level attendance monitor	2B.1. Grade level monitor, ESE Resource teacher	2B.1. Monitor attendance	2B.1. Rate of attendance		

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Reading Goal #2B: 23% of assessed students will achieve Level 7 on the 2013 FAA	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	18%	23%					
		2B.2. Teacher Training	2B.2. Teachers will attend training in the FAA assessment content and process	2B.2. Reading Coach, ESE Resource Teacher, District ESE Department	2B.2. Administrator classroom observations	2B.2. Staff Development Records	
		2B.3. Text Complexity	2B.3. Provide a variety of complex text to provide students with multiple levels of complex text	2B.3. Reading Coach	2B.3. Lesson plan check, classroom observations, grade level meetings	2B.3. FAIR/FAA	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3A. FCAT 2.0: Percentage of students making learning gains in reading.</b>	3A.1. Student Attendance	3A.1. Implement a grade level attendance monitor.	3A.1. Assistant Principal, grade level monitor.	3A.1. Monitor attendance	3A.1. Rate of attendance		
<b>Reading Goal #3A:</b> 62% of assessed students will making learning gains in reading on the 2013 FCAT 2.0 Reading	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	57%	62%					
		3A.2. Informational Text	3A.2. Train content area teachers in the use of pre-reading and reading comprehension strategies	3A.2. Reading Coach	3A.2. Lesson plan check, administrator classroom observations, departmental meetings	3A.2. FAIR/FCAT	
		3A.3. Text Complexity	3A.3. Teacher will use low, moderate, and high levels of text complexity	3A.3. Reading Coach	3A.3. Lesson plan check, administrator classroom observations, departmental meetings	3A.3. FAIR/FCAT	
<b>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</b>	3B.1. Student Attendance	3B.1. Implement a grade level attendance monitor	3B.1. Grade level monitor, ESE Resource teacher	3B.1. Monitor attendance	3B.1. Rate of attendance		

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<u>Reading Goal #3B:</u>	<u>2012 Current</u>	<u>2013 Expected</u>					
75% of students will make learning gains in reading on the 2013 FAA.	<u>Level of</u>	<u>Level of</u>					
	<u>Performance:*</u>	<u>Performance:*</u>					
	No data available	75%					
		3B.2. Teacher Training	3B.2. Teachers will attend training in the FAA assessment content and process	3B.2. Reading Coach, ESE Resource Teacher, District ESE Department	3B.2. Administrator classroom observations	3B.2. Staff Development Records	
		3B.3. Text Complexity	3B.3. Provide a variety of complex text to provide students with multiple levels of complex text	3B.3. Reading Coach	3B.3. Lesson plan check, classroom observations, grade level meetings	3B.3. FAIR/FAA	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</b>	4A.1. Student Attendance	4A.1. Implement a grade level attendance monitor.	4A.1. Assistant Principal, grade level monitor.	4A.1. Monitor attendance	4A.1. Rate of attendance		
<b>Reading Goal #4:</b> 66% of the assessed students in the lowest 25% will make learning gains on the 2013 FCAT 2.0 Reading.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	61%	66%					
		4A.2. Informational Text	4A.2. Train content area teachers in the use of pre-reading and reading comprehension strategies	4A.2. Reading Coach	4A.2. Lesson plan check, administrator classroom observations, departmental meetings	4A.2. FAIR/FCAT/FAA/CELLA	
		4A.3. Text Complexity	4A.3. Teacher will use low, moderate, and high levels of text complexity	4A.3. Reading Coach	4A.3. Lesson plan check, administrator classroom observations, departmental meetings	4A.3. FAIR/FCAT/FAA/CELLA	

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	



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<p><b>5A. In six years school will reduce their achievement gap by 50%.</b></p>	<p><b>Baseline data 2010-2011</b>                  White: 56.4%                  Black: 15.1%                  Hispanic: 23.2%                  Asian: 1.7%                  American Indian: .8%                  Multiracial: 2.8%</p>	<p>White: 57.1%                  Black: 14.3%                  Hispanic: 22.7%                  Asian: 2.4%                  American Indian: .4%                  Multiracial: 3.2%</p>	<p>White: 62%                  Black: 20%                  Hispanic: 30%                  Asian: 10%                  American Indian: 10%                  Multiracial: 10%</p>	<p>White: 70%                  Black: 40%                  Hispanic: 50%                  Asian: 30%                  American Indian: 30%                  Multiracial: 30%</p>	<p>White: 80%                  Black: 60%                  Hispanic: 60%                  Asian: 50%                  American Indian: 50%                  Multiracial: 50%</p>	<p>White: 85%                  Black: 70%                  Hispanic: 70%                  Asian: 70%                  American Indian: 70%                  Multiracial: 70%</p>	<p>White: 90%                  Black: 80%                  Hispanic: 80%                  Asian: 80%                  American Indian: 70%                  Multiracial: 70%</p>
<p><u>Reading Goal #5A:</u>                  In six years, students in each subgroup will be proficient in reading as measured by standardized assessment.</p>							
<p>Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		
<p><b>5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.</b></p>	<p>5B.1. Student Attendance</p>	<p>5B.1. Implement a grade level attendance monitor.</p>	<p>5B.1. Assistant Principal, grade level monitor.</p>	<p>5B.1. Monitor attendance</p>	<p>5B.1. Rate of attendance</p>		
<p><u>Reading Goal #5B:</u>                  Each subgroup will improve the number of students making AYP by at least 5%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	Grade 9/10: White: 56% (138/248)/71% (137/193) Black:23%(18/78)/ 27% (12/44) Hispanic: 21%(36/168)/45% (39/87) Asian: 57%(4/7)/75% (9/12) American Indian: 100% (1/1)/ 50% (1/2) Multi: 55%(11/20)/ 53% (8/15)	White: 61%/76% Black: 28%/32% Hispanic: 26%/49% Asian: 62%/80% American Indian: 100%/100% Multi: 60%/58%					
		5B.2. Informational Text	5B.2. Train content area teachers in the use of pre-reading and reading comprehension strategies	5B.2. Reading Coach	5B.2. Lesson plan check, administrator classroom observations, departmental meetings	5B.2. FAIR/FCAT/FAA/CELLA	
		5B.3. Text Complexity	5B.3. Teacher will use low, moderate, and high levels of text complexity	5B.3. Reading Coach	5B.3. Lesson plan check, administrator classroom observations, departmental meetings	5B.3. FAIR/FCAT/FAA/CELLA	

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		
<b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b>	5C.1. Student Attendance	5C.1.Implement a grade level attendance monitor.	5C.1. Assistant Principal, grade level monitor.	5C.1. Monitor attendance	5C.1. Rate of attendance		
<u>Reading Goal #5C:</u> Each subgroup will improve the number of students making AYP by at least 5%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Grade 9: 1/7=14% Grade 10: 1/6=17% Grade 11: 0/1=0%	Grade 9: 19% Grade 10: 22% Grade 11: 100%					

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		5C.2. Informational Text	5C.2. Train content area teachers in the use of pre-reading and reading comprehension strategies	5C.2. Reading Coach	5C.2. Lesson plan check, administrator classroom observations, departmental meetings	5C.2. FAIR/FCAT/CELLA	
		5C.3. Text Complexity	5C.3. Teacher will use low, moderate, and high levels of text complexity	5C.3. Reading Coach	5C.3. Lesson plan check, administrator classroom observations, departmental meetings	5C.3. FAIR/FCAT/CELLA	
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		
<b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b>	5D.1. Student Attendance	5D.1. Implement a grade level attendance monitor	5D.1. Grade level monitor, ESE Resource teacher	5D.1. Monitor attendance	5D.1. Rate of attendance		
<u>Reading Goal #5D:</u> Each subgroup will improve the number of students making AYP by at least 5%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Grade 9: 19% Proficient Grade 10: 20% Proficient Grade 11: 0% Proficient Grade 12: 0% Proficient	Grade 9: 24% Grade 10: 25% Grade 11: 50% Grade 12: 50%					
		5D.2. Teacher Training	5D.2. Teachers will attend training in the FAA assessment content and process	5D.2. Reading Coach, ESE Resource Teacher, District ESE Department	5D.2. Administrator classroom observations	5D.2. Staff Development Records	
		5D.3. Text Complexity	5D.3. Provide a variety of complex text to provide students with multiple levels of complex text	5D.3. Reading Coach	5D.3. Lesson plan check, classroom observations, grade level meetings	5D.3. FAIR/FAA	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b>	5E.1. Student Attendance	5E.1. Implement a grade level attendance monitor	5E.1. Grade level monitor, ESE Resource teacher	5E.1. Monitor attendance	5E.1. Rate of attendance		
<b>Reading Goal #5E:</b> Subgroup will improve the number of students making AYP by at least 5%.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Grade 9: 31% Proficient Grade 10: 47% Proficient	Grade 9:36% Grade 10: 52% Proficient					
		5E.2. Teacher Training	5E.2. Teachers will attend training in the FAA assessment content and process	5E.2. Reading Coach, ESE Resource Teacher, District ESE Department	5E.2. Administrator classroom observations	5E.2. Staff Development Records	
		5E.3. Text Complexity	5E.3. Provide a variety of complex text to provide students with multiple levels of complex text	5E.3. Reading Coach	5E.3. Lesson plan check, classroom observations, grade level meetings	5E.3. FAIR/FAA	

**Reading Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC)</b>							
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<b>or PD Activities</b> Please note that each strategy does not require a professional development or PLC activity.						
PD Content/Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Common Core Standards: Text Complexity and	9-12	Reading Coach, Principal, CLT	School wide	All PD Days, monthly CLT meetings	Lesson Plans, Classroom Observations, IPDP	All Administrators
CIS	9-12	Reading Coach	Intensive Reading Teachers 9-12	Monthly reading teacher meetings	Pacing Guide, Lesson Plans, Classroom Observations, IPDP	Reading Coach and Principal

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**Reading Budget** (Insert rows as needed)

Include only school funded activities/ materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
NA	NA	NA	NA
<b>Subtotal:\$0.00</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Document Cameras	School Budget	Roll over amount	\$1000.00
<b>Subtotal:\$1,000.00</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
School-led CSI	Print Shop	NA	NA
<b>Subtotal:\$0.00</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
NA	NA	NA	NA
<b>Subtotal:\$0.00</b>			
<b>Total:\$1,000.00</b>			

*End of Reading Goals*

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**Comprehensive English Language Learning Assessment (CELLA) Goals**

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

<b>CELLA Goals</b>	<b>Problem-Solving Process to Increase Language Acquisition</b>					
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	
<b>1. Students scoring proficient in listening/speaking.</b>	1.1. Student date of enrollment	1.1. Assess upon enrollment	1.1. Assistant Principal, ESOL Para, ESOL teacher	1.1. Pre-assessment outcome	1.1. L/S assessment	
<b>CELLA Goal #1:</b> Grade 9: 25% of the students will score proficient in listening/speaking on the 2013 CELLA Grade 10: 45% of the students will score proficient in listening/speaking on the 2013 CELLA Grade 11: 65% of the students will score proficient in listening/speaking on the 2013 CELLA Grade 12: 25% of the students will score proficient in listening/speaking on the 2013 CELLA	<b>2012 Current Percent of Students Proficient in Listening/Speaking:</b>					
	Grade 9: 0% Proficient Grade 10: 36% Proficient Grade 11: 60% Proficient Grade 12: 20% Proficient					

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		1.2. Student Attendance	1.2. Implement a grade level attendance monitor	1.2. Grade level monitor, ESE Resource teacher, Assistant Principal	1.2. Monitor attendance	1.2. Rate of attendance
		1.3. Text Complexity	1.3. Provide a variety of complex text to provide students with multiple levels of complex text	1.3. Reading Coach, Assistant Principal, ESOL teacher	1.3. Lesson plan check, classroom observations, grade level meetings	1.3. FAIR/CELLA
Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy				
<b>2. Students scoring proficient in reading.</b>	2.1. Student date of enrollment	2.1. Assess upon enrollment	2.1. Assistant Principal, ESOL Para	2.1. Pre-assessment outcome	2.1. FAIR/FCAT/CELLA	
<b>CELLA Goal #2</b> <b>5% Proficient in Grade 9; 14% proficient in Grade 10; 45% proficient in Grade 11; 25% proficient in Grade 12 on the 2013 CELLA Reading</b>	<u>2012 Current Percent of Students Proficient in Reading:</u>					
	Grade 9: 0% Proficient Grade 10: 9% Proficient Grade 11: 40% Proficient Grade 12: 20% Proficient					
		2.2. Student Attendance	2.2. Implement a grade level attendance monitor	2.2. Grade level monitor, Assistant Principal, ESOL teacher	2.2. Monitor attendance	2.2. Rate of attendance
		3.3. Text Complexity	3.3. Provide a variety of complex text to provide students with multiple levels of complex text	3.3. Reading Coach, Assistant Principal, ESOL teacher	3.3. Lesson plan check, classroom observations, grade level meetings	3.3. FAIR/CELLA

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	
<b>3. Students scoring proficient in writing.</b>	1.1. Student date of enrollment	1.1. Assess upon enrollment	1.1. Assistant Principal, ESOL Para, ESOL teacher	1.1. Pre-assessment outcome	1.1. Writing assessment	

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CELLA Goal #3: Grade 9, 5% proficient, Grade 10, 5% proficient, Grade 11 and 12, 20% proficient respectively on the 2013 CELL writing.	2012 Current Percent of Students Proficient in Writing :					
	Grade 9: 0% Proficient Grade 10: 0% Proficient Grade 11: 20% Proficient Grade 12: 20% Proficient					
		1.2. Student Attendance	1.2. Implement a grade level attendance monitor	1.2. Grade level monitor, ESOL teacher, Assistant Principal	1.2. Monitor attendance	1.2. Rate of attendance
		1.3. Text Complexity	1.3. Provide a variety of complex text to provide students with multiple levels of complex text	1.3. Reading Coach, Assistant Principal, ESOL teacher	1.3. Lesson plan check, classroom observations, grade level meetings	1.3. FAIR/CELLA/FCAT

**CELLA Budget (Insert rows as needed)**

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
NA	NA	NA	NA
<b>Subtotal:\$0.00</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
NA	NA	NA	NA
<b>Subtotal:\$0.00</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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NA	NA	NA	NA
<b>Subtotal:\$0.00</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
NA	NA	NA	NA
<b>Subtotal:\$0.00</b>			
<b>Total:\$0.00</b>			

*End of CELLA Goals*

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**Florida Alternate Assessment High School Mathematics Goals**

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

High School	Mathemat	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		
<b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</b>	1.1. Student Attendance	1.1. Monitoring student attendance on a regular basis	1.1. Assistant Principal, teacher	1.1. Monitoring attendance	1.1. Rate of Attendance		
<b>Mathematics Goal #1:</b> <i>Maintain current level of student performance.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Grade 9: 11/11=100% Grade 10: 5/6=83%	Grade 9: 100% Grade 10: 100%					

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		1.2. Hiring qualified teacher(s) with experience teaching math and demonstrating student growth and achievement on applicable assessments	1.2. Monitor student progress among teachers. Utilize co-teaching model with a subject-area specialist	1.2. Principal, assistant principals	1.2. Student outcomes on content assessments/standardized assessments	1.2. Performance Matters Baseline assessments (if appropriate), FCAT, FAA	
		1.3. Teaching knowledge of student performance expectations	1.3. Provide professional development and follow up	1.3. Principal, ESE resource teacher, district ESE resource teacher	1.3. Provide professional development and monitor teacher application of PD	1.3.FAA outcomes	
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		
<b>2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.</b>	2.1. Student Attendance	2.1. Monitoring student attendance on a regular basis	2.1. Assistant Principal, teacher	2.1. Monitoring attendance	2.1. Rate of Attendance		
<b>Mathematics Goal #2:</b> <i>32% increase in the percent of student scoring Level 7 on FAA math.</i>	<u>2012 Current Level of Performance.*</u>	<u>2013 Expected Level of Performance.*</u>					
	Grade 9: 2/11=18% Grade 10: 1/6=17%	Grade 9: 50% Grade 10: 50%					

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		2.2. Hiring qualified teacher(s) with experience teaching math and demonstrating student growth and achievement on applicable assessments.	2.2. Monitor student progress. Use co-teaching model with a subject-area specialist	2.2. Principal, assistant principals	2.2. Student outcomes on content assessments/standardized assessments.	2.2. Performance Matters Baseline assessments (if appropriate), FCAT, FAA	
		2.3. Teaching knowledge of student performance expectations	2.3. Provide professional development and follow up	2.3. Principal, ESE resource teacher, district ESE resource teacher	2.3. Provide professional development and monitor teacher application of PD	2.3. FAA outcomes	
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		
<b>3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.</b>	3.1. Student Attendance	3.1. Monitoring student attendance on a regular basis	3.1. Assistant Principal, teacher	3.1. Monitoring attendance	3.1. Rate of Attendance		
<b>Mathematics Goal #3:</b> <i>30% increase in the percent of students making learning gains on FAA math.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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		3.2. Hiring qualified teacher(s) with experience teaching math and demonstrating student growth and achievement on applicable assessments.	3.2. Monitor student progress. Use co-teaching model with a subject-area specialist	3.2. Principal, assistant principals	3.2. Student outcomes on content assessments/standardized assessments.	3.2. Performance Matters Baseline assessments (if appropriate), FCAT, FAA	
		3.3. Teaching knowledge of student performance expectations	3.3. Provide professional development and follow up	3.3. Principal, ESE resource teacher, district ESE resource teacher	3.3. Provide professional development and monitor teacher application of PD	3.3. FAA outcomes	

*End of Florida Alternate Assessment High School Mathematics Goals*

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

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

<b>Algebra 1 EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1. Students scoring at Achievement Level 3 in Algebra 1.</b>	1.1. Student Attendance	1.1. Grade level attendance monitor	1.1. Assistant Principal, grade level monitor, classroom teacher	1.1. Review student attendance data	1.1. Rate of attendance		

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<p><b>Algebra 1 Goal #1:</b> Grade 9: Increase by 3% the number of students scoring AL3 or higher of Algebra 1 EOC. Grade 10: Increase by 30% the number of students scoring AL3 or higher on Algebra 1 EOC. Grade 10: Increase by 100% the number of students score AL3 or higher on Algebra 1 EOC.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>Grade 9:134 / 175=77% Grade 10: 29/ 136=21% Grade 11: 0/ 3=0%</p>	<p>Grade 9: 80% Grade 10: 50% Grade 11: 100%</p>					
		<p>1.2. Coverage of relevant Algebra 1 content</p>	<p>1.2.Content pacing guide</p>	<p>1.2.District math resource teacher, school administrators</p>	<p>1.2.Review of student performance in content of Algebra 1, Baseline Assessments</p>	<p>1.2. Monitoring of pacing guide content implementation; Performance Matters Baseline Assessments, EOC</p>	
		<p>1.3. Student mastery of algebra content</p>	<p>1.3.a.On line and face-to-face review of relevant content 1.3b.Eliminate Alg1B/1A courses</p>	<p>1.3.Principal, assistant principals</p>	<p>1.3.Enrollment of students in relevant on-line course content (e.g., FLVS/Odysseyware) and scheduling of math teacher to conduct reviews with identified students during 2B study hall prior to retesting.</p>	<p>1.3.Monitor student performance in on-line course content and face-to-face review sessions; EOC</p>	
<p>Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		
<p><b>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.</b></p>	<p>2.1. Student Attendance</p>	<p>2.1. Grade level attendance monitor</p>	<p>2.1.Assistant Principal, grade level monitor, classroom teacher</p>	<p>2.1.Review student attendance data</p>	<p>2.1.Rate of attendance</p>		

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<p><b>Algebra Goal #2:</b>                  Grade 9: Increase by 27% the number of students score AL 4 or 5 on Algebra 1 EOC.                  Grade 10: Increase by 40% the number of students scoring AL 4 or 5 on Algebra 1 EOC.                  Grade 10: Increase by 75% the number of students scoring AL 4 or 5 on Algebra 1 EOC.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>Grade 9: 23/175=13%                  Grade 10: 0/136=0%                  Grade 11: 0/3=0%</p>	<p>Grade 9: 40%                  Grade 10:40%                  Grade11:75%</p>					
		<p>2.2. Coverage of relevant Algebra 1 content</p>	<p>2.2.Content pacing guide</p>	<p>2.2.District math resource teacher, school administrators</p>	<p>2.2.Review of student performance in content of Algebra 1, Baseline Assessments</p>	<p>2.2. Monitoring of pacing guide content implementation; Performance Matters Baseline Assessments, EOC</p>	
		<p>2.3. Student mastery of algebra content</p>	<p>21.3.a.On line and face-to-face review of relevant content                  2.3b.Eliminate Alg1B/1A courses</p>	<p>2.3.Principal, assistant principals</p>	<p>2.3.Enrollment of students irrelevant on-line course content (e.g., FLVS/Odysseyware) and scheduling of math teacher to conduct reviews with identified students during 2B study hall prior to retesting.</p>	<p>2.3.Monitor student performance in on-line course content and face-to-face review sessions; EOC</p>	

<p>Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years</p>	<p>2011-2012</p>	<p>2012-2013</p>	<p>2013-2014</p>	<p>2014-2015</p>	<p>2015-2016</p>	<p>2016-2017</p>	
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<p><b>3A. In six years, school will reduce their achievement gap by 50%.</b></p>	<p>Baseline data 2010-2011 <u>No data available</u></p>	<p>All students: 51% AL 3 or higher White: 56% AL 3 or higher Black: 28% AL 3 or higher Hispanic: 41% AL 3 or higher Asian: 41% AL 3 or higher American Indian: Insufficient data to report Multiracial: Insufficient data to report</p>	<p>White: 60% Black: 40% Hispanic: 60% Asian: 60% Am Ind: 60% Multi: 60%</p>	<p>White: 70% Black: 50% Hispanic: 70% Asian: 70% Am Ind.: 70% Multi: 70%</p>	<p>White: 75% Black: 60% Hispanic: 75% Asian: 75% Am Ind: 75% Multi: 75%</p>	<p>White: 80% Black: 70% Hispanic: 80% Asian: 80% Am Ind: 80% Multi: 80%</p>	<p>White: 85% Black: 80% Hispanic: 85% Am Ind: 85% Multi: 85%</p>
<p><u>Algebra 1 Goal #3A:</u> In six years, SHS will reduce the achievement gap between ethnic groups by 50%.</p>							
<p>Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		
<p><b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.</b></p>	<p>3.B.1. Student Attendance</p>	<p>3.B.1. Grade level attendance monitor</p>	<p>3.B.1. Assistant Principal, grade level monitor, classroom teacher</p>	<p>3.B.1. Review student attendance data</p>	<p>3.B.1. Rate of attendance</p>		

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<b>Algebra 1 Goal #3B:</b> Increase the percent of students by subgroups making satisfactory progress in Algebra 1.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	All students: 51% AL 3 or higher White: 56% AL 3 or higher Black: 28% AL 3 or higher Hispanic: 41% AL 3 or higher Asian: 41% AL 3 or higher American Indian: Insufficient data to report Multiracial: Insufficient data to report	White: 60% Black: 40% Hispanic: 60% Asian: 60% Am Ind: 60% Multi: 60%					
		3.B.2. Coverage of relevant Algebra 1 content	3.B.2.Content pacing guide	3.B.2.District math resource teacher, school administrators	3.B.2.Review of student performance in content of Algebra 1, Baseline Assessments	3.B.2. Monitoring of pacing guide content implementation; Performance Matters Baseline Assessments, EOC	
		3.B.3. Student mastery of algebra content	3.B.3.a.On line and face-to-face review of relevant content 3.3b.Eliminate Alg1B/1A courses	3.B.3.Principal, assistant principals	3B..3.Enrollment of students irrelevant on-line course content (e.g., FLVS/Odysseyware) and scheduling of math teacher to conduct reviews with identified students during 2B study hall prior to retesting.	3.B.3.Monitor student performance in on-line course content and face-to-face review sessions; EOC	

Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<b>3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.</b>	3.C.1. Student Attendance	3.C.1. Grade level attendance monitor	3.C.1. Assistant Principal, grade level monitor, classroom teacher	3.C.1. Review student attendance data	3.C.1. Rate of attendance		
<u>Algebra 1 Goal #3C:</u> 20% of ELL assessed students will make satisfactory progress on Algebra 1 EOC.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Insufficient data to report	20% of ELL assessed students will make satisfactory progress on Algebra 1 EOC					
		3.C.2. Coverage of relevant Algebra 1 content	3.C.2. Content pacing guide	3.C.2. District math resource teacher, school administrators	3.C.2. Review of student performance in content of Algebra 1, Baseline Assessments	3.C.2. Monitoring of pacing guide content implementation; Performance Matters Baseline Assessments, EOC	
		3.C.3. Student mastery of algebra content	3.C.3. a. On line and face-to-face review of relevant content 1.3b. Eliminate Alg1B/1A courses	3.C.3. Principal, assistant principals	3.C.3. Enrollment of students in relevant on-line course content (e.g., FLVS/Odysseyware) and scheduling of math teacher to conduct reviews with identified students during 2B study hall prior to retesting.	3.C.3. Monitor student performance in on-line course content and face-to-face review sessions; EOC	
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		
<b>3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.</b>	3.D.1 Student Attendance	3.D.1. Grade level attendance monitor	3.D.1. Assistant Principal, grade level monitor, classroom teacher	3.D.1. Review student attendance data	3.D.1. Rate of attendance		

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<b>Algebra 1 Goal #3D:</b> 40% of assessed SWD students will make satisfactory progress on Algebra 1 EOC	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	31% of SWD assessed students made satisfactory progress in Algebra 1	40% of assessed SWD students will make satisfactory progress on Algebra 1 EOC					
		3.D.2. Coverage of relevant Algebra 1 content	3.D.2. Content pacing guide	3.D.2. District math resource teacher, school administrators	3.D.2. Review of student performance in content of Algebra 1, Baseline Assessments	3.D.2. Monitoring of pacing guide content implementation; Performance Matters Baseline Assessments, EOC	
		3.D.3. Student mastery of algebra content	3.D.3. a. On line and face-to-face review of relevant content 1.3b. Eliminate Alg1B/1A courses	3.D.3. Principal, assistant principals	3.D.3. Enrollment of students in relevant on-line course content (e.g., FLVS/Odysseyware) and scheduling of math teacher to conduct reviews with identified students during 2B study hall prior to retesting.	3.D.3. Monitor student performance in on-line course content and face-to-face review sessions; EOC	

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		
<b>3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.</b>	1.1. Student Attendance	1.1. Grade level attendance monitor	1.1. Assistant Principal, grade level monitor, classroom teacher	1.1. Review student attendance data	1.1. Rate of attendance		
<b>Algebra 1 Goal #3E:</b> 50% of assessed ED students will make satisfactory progress on the Algebra 1 EOC	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	45% of ED students assessed made satisfactory progress in Algebra 1	50% of assessed ED students will make satisfactory progress on the Algebra 1 EOC					

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		3.B.2. Coverage of relevant Algebra 1 content	1.2.Content pacing guide	1.2.District math resource teacher, school administrators	1.2.Review of student performance in content of Algebra 1, Baseline Assessments	1.2. Monitoring of pacing guide content implementation; Performance Matters Baseline Assessments, EOC	
		3.B.3. Student mastery of algebra content	1.3.a.On line and face-to-face review of relevant content 1.3b.Eliminate Alg1B/1A courses	1.3.Principal, assistant principals	1.3.Enrollment of students in relevant on-line course content (e.g., FLVS/Odysseyware) and scheduling of math teacher to conduct reviews with identified students during 2B study hall prior to retesting.	1.3.Monitor student performance in on-line course content and face-to-face review sessions; EOC	

*End of Algebra 1 EOC Goals*

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

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

<b>Geometry EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1. Students scoring at Achievement Level 3 in Geometry.</b>	1.1. Student Attendance	1.1. Grade level attendance monitor	1.1. Assistant Principal, grade level monitor, classroom teacher	1.1. Review student attendance data	1.1. Rate of attendance		
<b>Geometry Goal #1:</b> Increase the percent of students scoring at AL 3 on Geometry EOC.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Grade 9: 54/56=96% Grade 10: 70/148=47% Grade 11: 11/50=22% Grade 12: 4/15=27%	Grade 9: 80% Grade 10: 50% Grade 11: 40% Grade 12: 40%					
		1.2. Coverage of relevant Geometry content	1.2. Content pacing guide	1.2. District math resource teacher, school administrators	1.2. Review of student performance in content of Geometry, Baseline Assessments	1.2. Monitoring of pacing guide content implementation; Performance Matters Baseline Assessments, EOC	

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		1.3. Student mastery of geometry content	1.3.a.On line and face-to-face review of relevant content 1.3b.Eliminate Alg1B/1A courses	1.3.Principal, assistant principals	1.3.Enrollment of students in relevant on-line course content (e.g., FLVS/Odysseyware) and scheduling of math teacher to conduct reviews with identified students during 2B study hall prior to retesting.	1.3.Monitor student performance in on-line course content and face-to-face review sessions; EOC	
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		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</b>	2.1. Student Attendance	2.1. Grade level attendance monitor	2.1.Assistant Principal, grade level monitor, classroom teacher	2.1.Review student attendance data	2.1.Rate of attendance		
<u>Geometry Goal #2:</u> Geometry scores not reported by AL.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>No data</i>	Grade 9: 80% Grade 10: 50% Grade 11: 40% Grade 12: 40%					
		2.2. Coverage of relevant Geometry content	2.2.Content pacing guide	2.2.District math resource teacher, school administrators	2.2.Review of student performance in content of Geometry, Baseline Assessments	2.2. Monitoring of pacing guide content implementation; Performance Matters Baseline Assessments, EOC	
		2.3. Student mastery of Geometry content	2.3.a.On line and face-to-face review of relevant content 2.3b.Eliminate Alg1B/1A courses	2.3.Principal, assistant principals	2.3.Enrollment of students in relevant on-line course content (e.g., FLVS/Odysseyware) and scheduling of math teacher to conduct reviews with identified students during 2B study hall prior to retesting.	2.3.Monitor student performance in on-line course content and face-to-face review sessions; EOC	

Based on ambitious but achievable Annual	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
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Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years							
<b>3A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2011-2012</b>  No data reporting by subpopulations.	<b>Expected levels of performance:</b> White: 65% Black: 45% Hispanic: 65% Asian: 65% American Indian: 50% Multiracial: 60%	<b>Expected levels of performance:</b> White: 70% Black: 50% Hispanic: 70% Asian: 70% American Indian: 60% Multiracial: 70%	<b>Expected levels of performance:</b> White: 75% Black: 65% Hispanic: 75% Asian: 75% American Indian: 65% Multiracial: 75%	<b>Expected levels of performance:</b> White: 80% Black: 75% Hispanic: 80% Asian: 80% American Indian: 75% Multiracial: 80%	<b>Expected levels of performance:</b> White: 90% Black: 85% Hispanic: 90% Asian: 90% American Indian: 85% Multiracial: 85%	
<u>Geometry Goal #3A:</u> No data reporting by subpopulations.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		



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<p><b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</b></p>	<p>3.B.1. Student Attendance</p>	<p>3.B.1. Grade level attendance monitor</p>	<p>3.B.1. Assistant Principal, grade level monitor, classroom teacher</p>	<p>3.B.1. Review student attendance data</p>	<p>3.B.1. Rate of attendance</p>		
<p><b>Geometry Goal #3B:</b>  <i>See expected levels of performance in 3.A. above.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>No data reported by subpopulations</p>	<p>Expected levels of performance: Percent of assessed students will make satisfactory progress in Geometry. White: 65% Black: 45% Hispanic: 65% Asian: 65% American Indian: 50% Multiracial: 60%</p>					
		<p>3.B.2. Coverage of relevant Geometry content</p>	<p>3.B.2. Content pacing guide</p>	<p>3.B.2. District math resource teacher, school administrators</p>	<p>3.B.2. Review of student performance in content of Geometry, Baseline Assessments</p>	<p>3.B.2. Monitoring of pacing guide content implementation; Performance Matters Baseline Assessments, EOC</p>	

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		1.3. Student mastery of Geometry content	1.3.a.On line and face-to-face review of relevant content 1.3b.Eliminate Alg1B/1A courses	1.3.Principal, assistant principals	1.3.Enrollment of students in relevant on-line course content (e.g., FLVS/Odysseyware) and scheduling of math teacher to conduct reviews with identified students during 2B study hall prior to retesting.	1.3.Monitor student performance in on-line course content and face-to-face review sessions; EOC	
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		
<b>3C. English Language Learners (ELL) not making satisfactory progress in Geometry.</b>	3.C.1. Student Attendance	3.C.1. Grade level attendance monitor	3.C.1.Assistant Principal, grade level monitor, classroom teacher	3.C.1.Review student attendance data	3.C.1.Rate of attendance		
<i>No data reported by subpopulations</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	No data reported by subpopulations	<i>50% of assess ELL students will make satisfactory progress on Geometry EOC</i>					
		3.C.2. Coverage of relevant Geometry content	3.C.2.Content pacing guide	3.C.2.District math resource teacher, school administrators	3.C.2.Review of student performance in content of Geometry, Baseline Assessments	3.C.2. Monitoring of pacing guide content implementation; Performance Matters Baseline Assessments, EOC	

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		3.C.3.Student mastery of geometry content	3.C.3.a.On line and face-to-face review of relevant content 1.3b.Eliminate Alg1B/1A courses	3.C.3.Principal, assistant principals	3.C.3.Enrollment of students in relevant on-line course content (e.g., FLVS/Odysseyware) and scheduling of math teacher to conduct reviews with identified students during 2B study hall prior to retesting.	3.C.3.Monitor student performance in on-line course content and face-to-face review sessions; EOC	
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		
<b>3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.</b>	3.D.1. Student Attendance	3.D.1. Grade level attendance monitor	3.D.1.Assistant Principal, grade level monitor, classroom teacher	3.D.1.Review student attendance data	3.D.1.Rate of attendance		
<b>Geometry Goal #3D:</b> <i>No data reported for this subpopulation.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>No data reported for this subpopulation.</i>	<i>50% of assessed SWD students will make satisfactory progress on the Geometry EOC.</i>					
		3.D.2.Coverage of relevant Geometry content.	3.D.2.Content pacing guide	3.D.2.District math resource teacher, school administrators	3.D.2.Review of student performance in content of Geometry, Baseline Assessments	3.D.2. Monitoring of pacing guide content implementation; Performance Matters Baseline Assessments, EOC	

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		3.D.3.Student mastery of Geometry content.	3.D.3.a.On line and face-to-face review of relevant content 3.D.3b.Eliminate Alg1B/1A courses	3.D.3.Principal, assistant principals	3.D.3.Enrollment of students in relevant on-line course content (e.g., FLVS/Odysseyware) and scheduling of math teacher to conduct reviews with identified students during 2B study hall prior to retesting.	3.D.3.Monitor student performance in on-line course content and face-to-face review sessions; EOC	
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		
<b>3E. Economically Disadvantaged students not making satisfactory progress in Geometry.</b>	3.E.1. Student Attendance	3.E.1. Grade level attendance monitor	3.E.1.Assistant Principal, grade level monitor, classroom teacher	3.E.1.Review student attendance data	3.E.1.Rate of attendance		
<b>Geometry Goal #3E:</b> No data reported for this subpopulations	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>No data reported for this subpopulations</i>	<i>50% of assessed ED students will make satisfactory progress on the Geometry EOC</i>					
		3.E.2Coverage of relevant Geometry content	3.E.2.Content pacing guide	3.E.2.District math resource teacher, school administrators	3.E.2.Review of student performance in content of Geometry, Baseline Assessments	3.E.2. Monitoring of pacing guide content implementation; Performance Matters Baseline Assessments, EOC	

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		3.E.3.Student mastery of Geometry content.	3.E.3.a.On line and face-to-face review of relevant content 3.E.3b.Eliminate Alg1B/1A courses	3.E.3.Principal, assistant principals	3.E.3.Enrollment of students in relevant on-line course content (e.g., FLVS/Odysseyware) and scheduling of math teacher to conduct reviews with identified students during 2B study hall prior to retesting.	3.E.3.Monitor student performance in on-line course content and face-to-face review sessions; EOC	
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*End of Geometry EOC Goals*

**Mathematics Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities</b> Please note that each strategy does not require a professional development or PLC activity.						
	PD Content/Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring
Pacing Guides in Algebra 1 and Geometry	9-12	District Math Resource Teacher, Math CLT's	All Algebra 1 and Geometry teachers	All scheduled PD dates	Review pacing guides at the end of each grading period	District Math Resource Teacher, Assigned School Administrator, Principal, Math CLT's

**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
Retired Math Teacher	Substitute	Discretionary Sub Funds	\$500.00

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<b>Subtotal:\$500.00</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
NA			
<b>Subtotal:\$0.00</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NA			
<b>Subtotal:\$0.00</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
NA			
<b>Subtotal:\$0.00</b>			
<b>Total:\$500.00</b>			

*End of Mathematics Goals*

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**Florida Alternate Assessment High School Science Goals**

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

<b>High School Science Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.</b>	1. Student Attendance	1. Monitoring student attendance on a regular basis	1. Assistant Principal, teacher	1. Monitoring attendance	1. Rate of Attendance		
<b>Science Goal #1:</b> 75% of assessed students will score Level 4 or higher on FAA Science.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	2/3=67%	75% of assessed students will score Level 4 or higher on FAA Science					

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		2. Hiring qualified teacher(s) with experience teaching science and demonstrating student growth and achievement on applicable assessments	2. Monitor student progress. Use co-teaching model with a subject-area specialist	2. Principal, assistant principals	2. Student outcomes on content assessments/standardized assessments.	2. Performance Matters Baseline assessments (if appropriate), FCAT, FAA	
		3. Teaching knowledge of student performance expectations	3. Provide professional development and follow up	3. Principal, ESE resource teacher, district ESE resource teacher	3. Provide professional development and monitor teacher application of PD	3. FAA outcomes	
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		
<b>2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>	2.1. Student Attendance	2.1. Monitoring student attendance on a regular basis	2.1. Assistant Principal, teacher	2.1. Monitoring attendance	2.1. Rate of Attendance		
<b>Science Goal #2:</b> 75% of assessed students will score Level 7 on FAA Science	<u>2012 Current Level of Performance:</u> *	<u>2013 Expected Level of Performance:</u> *					
	1/3=33%	75% of assessed students will Score Level 7 or higher on FAA Science					



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		2.2. Hiring qualified teacher(s) with experience teaching science and demonstrating student growth and achievement on applicable assessments	2.2. Monitor student progress. Use co-teaching model with a subject-area specialist	2.2. Principal, assistant principals	2.2. Student outcomes on content assessments/standardized assessments.	2.2. Performance Matters Baseline assessments (if appropriate), FCAT, FAA	
		3.3. Teaching knowledge of student performance expectations	3.3. Provide professional development and follow up	3.3. Principal, ESE resource teacher, district ESE resource teacher	3.3. Provide professional development and monitor teacher application of PD	3.3. FAA outcomes	

*End of Florida Alternate Assessment High School Science Goals*

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

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

<b>Biology 1 EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1. Students scoring at Achievement Level 3 in Biology 1.</b>	1.1. Student Attendance	1.1. Grade level attendance monitor	1.1. Assistant Principal, grade level monitor, classroom teacher	1.1. Review student attendance data	1.1. Rate of attendance		

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Biology 1 Goal #: 70% of assessed students will score AL 3 or higher on Biology EOC.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	Grade 9: 47/57=83% Grade 10:144/278=52% Grade 11: 1/6=17% Grade 12:1/2=50%	Grade 9:90% Grade 10:60% Grade 11/12: 50%					
		1.2. Coverage of relevant Biology content.	1.2.Content pacing guide	1.2.District science resource teacher, school administrators	1.2.Review of student performance in content of Biology, Baseline Assessments	1.2. Monitoring of pacing guide content implementation; Performance Matters Baseline Assessments, EOC	
		1.3 Student master of Biology content.	1.3.a.On line and face-to-face review of relevant content	1.3.Principal, assistant principals	1.3.Enrollment of students in relevant on-line course content (e.g., FLVS/Odysseyware) and scheduling of science teacher to conduct reviews with identified students during 2B study hall prior to retesting.	1.3.Monitor student performance in on-line course content and face-to-face review sessions; EOC	
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		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.</b>	2.1. Student Attendance	2.1. Grade level attendance monitor	2.1.Assistant Principal, grade level monitor, classroom teacher	2.1.Review student attendance data	2.1.Rate of attendance		

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Biology 1 Goal #2: 40% of assessed students will score AL 4 or higher on Biology EOC	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	<i>No data reported by AL 4 or 5.</i>	40% of assessed students will score AL 4 or higher on Biology EOC					
		2.2. Coverage of relevant Biology content.	2.2.Content pacing guide	2.2.District science resource teacher, school administrators	2.2.Review of student performance in content of Biology, Baseline Assessments	2.2. Monitoring of pacing guide content implementation; Performance Matters Baseline Assessments, EOC	
		3.3 Student master of Biology content.	3.3.a.On line and face-to-face review of relevant content	3.3.Principal, assistant principals	3.3.Enrollment of students in relevant on-line course content (e.g., FLVS/Odysseyware) and scheduling of science teacher to conduct reviews with identified students during 2B study hall prior to retesting.	3.3.Monitor student performance in on-line course content and face-to-face review sessions; EOC	

*End of Biology 1 EOC Goals*

**Science Professional Development**

<p><b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.</p>						
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PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Pacing Guides in Biology	9-12	District Science Resource Teacher, Science CLT	All Biology teachers	All scheduled PD dates	Review pacing guides at the end of each grading period	District Science Resource Teacher, Assigned School Administrator, Principal, Science CLT
Text Complexity	9-12	Reading Coach	All Biology teachers	All scheduled PD dates	Lesson plan review, Classroom observations	Reading Coach, Assigned School Administrator, Principal

**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
NA			
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
NA			
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NA			
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
NA			
<b>Subtotal:</b>			
<b>Total:</b>			

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*End of Science Goals*

**Writing Goals**

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

<b>Writing Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.</b>	1.A. Student Attendance	1.A. Grade level attendance monitor	1.A. Assistant Principal, grade level monitor, classroom teacher	1.A. Review student attendance data	1.A. Rate of attendance		
<b>Writing Goal #1A:</b> <i>85% of assessed students will score 3.5 or higher on FCAT 2.0 Writes</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>81% of assessed students scored Level 3.0 or higher on FCAT 2.0 Writes</i>	<i>85% of assessed students will score 3.5 or higher on FCAT 2.0 Writes</i>					
		2.A. Lack of "polished" practice.	2.A. Review requirements for FCAT 2.0 Writes	2.A. Principal, Reading Coach, District Reading Resource Teacher, Assistant Principals	2.A. Lesson plans. Classroom observations and feedback, review of student work and practice writes outcomes.	2.A. Scores on practice writing. Post scores in Pinnacle. Summarize data. Share with teachers.	

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		3.A. Scoring rubric knowledge	3.A. 6 Traits Writing Training.	3.A. Principal, Assistant Principal, District Reading Resource Teacher, Assistant Principals.	3.A. Supply time to attend training. Review student work. Quarterly meetings with English teachers. Supply time to grade student work.	3.A. Practice writing and scoring. Post scores in Pinnacle. Summarize data. Share with teachers.	
<b>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
<b>Writing Goal #1B:</b> <i>Same as 1A</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	

**Writing Professional Development**

<p><b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each</p>							
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Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
6 Traits Writing	9-12	Tamara Doehring	All English teachers 9-12	Preschool.	Teacher meetings	Principal

**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
NA			
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
NA			
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NA			
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount

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Substitutes for English teachers Grades 9-10	Funds	Discretionary Sub Funds	\$500.00
<b>Subtotal:\$500.00</b>			
<b>Total:\$500.00</b>			

*End of Writing Goals*



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

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

<b>U.S. History EOC Goals</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1. Students scoring at Achievement Level 3 in U.S. History.</b>	1.1. Student Attendance	1.1. Grade level attendance monitor	1.1. Assistant Principal, grade level monitor, classroom teacher	1.1 .Review student attendance data	1.1 .Rate of attendance		
<u>U.S. History Goal #1:</u> 50% of assessed students will score AL 3 or higher on US History EOC.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>No data available.</i>	<i>50% of assessed students will score AL 3 or higher on US History EOC</i>					
		1.2. Teacher knowledge of content of EOC	1.2. Teacher training	1.2.Principal, SS CLT	1.2.Pacing Guide creation with quarterly review/revisions.	1.2.EOC	
		1.3. Implementation of technology-based content	1.3. Teacher professional Development	1.3.Assistant Super for Curriculum and Instruction. Principal.	1.3.Pacing Guide creation with quarterly review/revisions	1.3. EOC	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.</b>	2.1.NA	2.1.	2.1.	2.1.	2.1.		
<b>U.S. History Goal #2:</b> No applicable in 2012-13.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>No data available.</i>	<i>1-5 AL will not be reported in pilot year.</i>					

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

**U.S. History Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
US History Test Item Specifications and EOC expectations	11	Assistant Superintendent	All US History teachers	As scheduled	Pacing Guide Creation	Principal and Assistant Principals

**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
NA			
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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NA			
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
NA			
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
NA			
<b>Subtotal:</b>			
<b>Total:</b>			

*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 (e.g., 70% [35]).

<b>Attendance Goal(s)</b>	<b>Problem-solving Process to Increase Attendance</b>						
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		
<b>1. Attendance</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<b>Attendance Goal #1:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
		<i>Enter numerical data for expected attendance rate in this box.</i>					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	<i>Enter numerical data for current number of absences in this box.</i>	<i>Enter numerical data for expected number of absences in this box.</i>					

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	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
	<i>Enter numerical data for current number of students tardy in this box.</i>	<i>Enter numerical data for expected number of students tardy in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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**Attendance Professional Development**

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

**Attendance 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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount

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<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*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)).

<b>Suspension Goal(s)</b>	<b>Problem-solving Process to Decrease Suspension</b>						
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		
<b>1. Suspension</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<b>Suspension Goal #1:</b> Reduce the number of ISS days, students on ISS, OSS days, and students on OSS.	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	1595 days						
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	99						
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	1020 days						
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	52						
		1.2.	1.2.	1.2.	1.2.	1.2.	

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		1.3.	1.3.	1.3.	1.3.	1.3.	
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

**Suspension Professional Development**

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

**Suspension Budget (Insert rows as needed)**

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

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<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Suspension Goals*

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

**Dropout Prevention Goal(s)**

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

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

<b>Dropout Prevention Goal(s)</b>	<b>Problem-solving Process to Dropout Prevention</b>						
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		
<b>1. Dropout Prevention</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Dropout Prevention Goal #1:</u> In 2010-11, the dropout rate at SHS was 2.8 % which was a .30% decrease from the previous school year, 2009-10.  In 2010-11, the graduation rate at SHS was 62.6% which was a 4.3% increase from 2009-2010.	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>					
	2.8%	2.5%					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
	62.6%	65%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Dropout Prevention Professional Development**

August 2012

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

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

**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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*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)).

<b>Parent Involvement Goal(s)</b>	<b>Problem-solving Process to Parent Involvement</b>						
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		
<b>1. Parent Involvement</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Parent Involvement Goal #1:</u>  <i>Enter narrative for the goal in this box.</i>  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>	<u>2012 Current Level of Parent Involvement:*</u>  <i>Enter numerical data for current level of parent involvement in this box.</i>	<u>2013 Expected Level of Parent Involvement:*</u>  <i>Enter numerical data for expected level of parent involvement in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	



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

**Parent Involvement Professional Development**

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

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

**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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of Parent Involvement Goal(s)*

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

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

<b>STEM Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>				
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
<b>STEM Goal #1:</b> <i>Enter narrative for the goal in this box.</i>	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

**STEM Professional Development**

<b>Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity</b> <small>Please note that each Strategy does not require a</small>						
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

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

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**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
<b>Subtotal:</b>			
Technology			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
Other			
Strategy	Description of Resources	Funding Source	Amount
<b>Subtotal:</b>			
<b>Total:</b>			

*End of STEM Goal(s)*

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

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

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p><b>CTE Goal #1:</b> <i>Increase the percent of students enrolled in a CTE course.</i></p>	<p>1. Teacher availability</p>	<p>1.1.Increase number of CTE teachers.</p>	<p>1.1.Principal</p>	<p>1.1.Number of teachers hired</p>	<p>1.1.Number of teachers hired</p>
	<p>1.2.Course Offerings</p>	<p>1.2.Revise the course offerings to align with industry certifications</p>	<p>1.2. Principal. Teachers</p>	<p>1.2. Number of revised or added courses</p>	<p>1.2.Student interest survey</p>
	<p>2. Industry certification courses</p>	<p>1.3.Increase the number of courses leading to industry certification</p>	<p>1.3.Principal</p>	<p>1.3.Number of courses/programs added that lead to industry certification</p>	<p>1.3.Number of successful completion of the offered courses</p>

**CTE Professional Development**

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

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Please note that each Strategy does not require a professional development or PLC activity.						
PD Content / Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Industry Certification	All	Certification Specialist	All CTE teachers in areas where industry certification is required	As needed	Completion of industry certification	Principal, Secondary Coordinator

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**CTE Budget** (Insert rows as needed)

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

*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)).

<b>Additional Goal(s)</b>	<b>Problem-Solving Process to Increase Student Achievement</b>						
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		
<b>1. Additional Goal</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<u>Additional Goal #1:</u> NA	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

**Additional Goals Professional Development**

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

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

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

*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.	
<b>Reading Budget</b>	<b>Total:\$500.00</b>
<b>CELLA Budget</b>	<b>Total:</b>
<b>Mathematics Budget</b>	<b>Total:</b>
<b>Science Budget</b>	<b>Total:\$500.00</b>
<b>Writing Budget</b>	<b>Total:</b>
<b>Civics Budget</b>	<b>Total:</b>
<b>U.S. History Budget</b>	<b>Total:</b>
<b>Attendance Budget</b>	<b>Total:</b>
<b>Suspension Budget</b>	<b>Total:</b>
<b>Dropout Prevention Budget</b>	<b>Total:</b>
<b>Parent Involvement Budget</b>	<b>Total:</b>
<b>STEM Budget</b>	<b>Total:</b>
<b>CTE Budget</b>	<b>Total:</b>
<b>Additional Goals</b>	<b>Total:</b>

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

<b>Grand Total:</b>
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

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**Differentiated Accountability**

**School-level Differentiated Accountability (DA) Compliance**

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

<b>School Differentiated Accountability Status</b>		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent
		D/C/C/Pending

Are you reward school? Yes No DO NOT KNOW SCHOOL GRADE AT THIS TIME.

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

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

**School Advisory Council (SAC)**

*SAC Membership Compliance*

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

**YES**

If No, describe the measures being taken to comply with SAC requirements.
NA
Describe the activities of the SAC for the upcoming school year.
Monitor student progress. Provide input regarding the school schedule and areas for improvement.

Describe the projected use of SAC funds.	Amount
None budgeted except as integrated in school funding initiatives.	\$0.00

**August 2012**

**Rule 6A-1.099811**

**Revised April 29, 2011**

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