

# Florida Department of Education



**DRAFT School Improvement Plan (SIP)  
Form SIP-1**

Proposed for 2012-2013

**2012-2013 SCHOOL IMPROVEMENT PLAN**

**PART I: CURRENT SCHOOL STATUS**

**School Information**

School Name: First Coast High School	District Name: Duval
Principal: Vincent Hall	Superintendent: Ed Pratt-Dannals
SAC Chair: Cheron Hollman	Date of School Board Approval:

**Student Achievement Data and Reference Materials:**

The following links will open in a separate browser window.

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

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

[High School Feedback Report](#)

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

**Administrators**

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
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Principal	Vincent Hall	B.S. English Education, M.S. Educational Leadership/Professional Educator's Certificate: English 6 – 12, Educational Leadership K12, ESOL	2	13	<p><b>2011-2012 – First Coast High School:</b> School grade - pending; Reading – 37%; Math - 39%; Writing – 84%; Reading Gains – 53%; Math Gains – 50%; Reading Lowest 25% - 64%; Math Lowest 25% - 72% = 456 Applied Points</p> <p><b>2010-2011 – Joseph Stillwell Middle School:</b> School grade – C; Reading – 52%; Math – 48%; Writing – 88%; Science – 42%; Reading Gains – 57%; Math Gains – 60%; Reading Lowest 25% - 64%; Math Lowest 25% - 64; Total Points = 475; 74% of AYP criteria met; no subgroups met AYP.</p> <p><b>2009-2010 – Joseph Stillwell Middle School:</b> School grade – C; Reading – 55%; Math – 50%; Writing – 90%; Science – 40%; Reading Gains – 57%; Math Gains – 60%; Reading Lowest 25% - 63%; Math Lowest 25% - 68; 77% of AYP criteria met; SWD subgroup made AYP in Math. All other subgroups did not make AYP in Math or Reading</p> <p><b>2008-2009 – Joseph Stillwell Middle School:</b> School grade – B; Reading – 52%; Math – 50%; Writing – 94%; Science – 35%; Reading Gains – 62%; Math Gains – 67%; Reading Lowest 25% - 68%; Math Lowest 25% - 68; 77% of AYP criteria met; All subgroups did not make AYP in Math or Reading</p>
Assistant Principal	Mary Buchanan	B.A. Speech, M.A. Educational Leadership/ Professional Educator's Certificate: Educational Leadership K12	7	7	<p><b>2011-2012 – First Coast High School:</b> School grade - pending; Reading – 37%; Math - 39%; Writing – 84%; Reading Gains – 53%; Math Gains – 50%; Reading Lowest 25% - 64%; Math Lowest 25% - 72% = 456 Applied Points</p> <p><b>2010-2011 First Coast High School:</b> School grade C; Reading – 30%; Math - 59%; Writing – 68%; Science – 33%; Reading Gains – 40%; Math Gains – 63%; Reading Lowest 25% - 44%; Math Lowest 25% - 59% ; 69% of AYP criteria met, no subgroups made AYP</p> <p><b>2009-2010 First Coast High School:</b> School grade D; Reading – 31%; Math - 65%; Writing – 82%; Science – 32%; Reading Gains – 38%; Math Gains – 69%; Reading Lowest 25% - 34%; Math Lowest 25% - 55% ; 69% of AYP criteria met, no subgroups made AYP</p> <p><b>2008-2009 First Coast High School:</b> School grade F; Reading – 30%; Math - 60%; Writing – 79%; Science – 33%; Reading Gains – 35%; Math Gains – 66%; Reading Lowest 25% - 32%; Math Lowest 25% - 59% ; 46% of AYP criteria met, no subgroups made AYP</p>

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Assistant Principal	Ernest Jones	B.A. English, M.S. Educational Leadership/ Professional Educator's Certificate: English 6 – 12, Educational Leadership K12	3	3	<p><b>2011-2012 – First Coast High School:</b> School grade - pending; Reading – 37%; Math - 39%; Writing – 84%; Reading Gains – 53%; Math Gains – 50%; Reading Lowest 25% - 64%; Math Lowest 25% - 72% = 456 Applied Points</p> <p><b>2010-2011 - First Coast High School:</b> School grade C; Reading – 30%; Math - 59%; Writing – 68%; Science – 33%; Reading Gains – 40%; Math Gains – 63%; Reading Lowest 25% - 44%; Math Lowest 25% - 59% ; 69% of AYP criteria met, no subgroups made AYP</p>
Assistant Principal	Porshia Jones	B.A. English, M.A. Educational Leadership/ Professional Educator's Certificate: English 5 – 9, Educational Leadership K12	2	2	<p><b>2011-2012 – First Coast High School:</b> School grade - pending; Reading – 37%; Math - 39%; Writing – 84%; Reading Gains – 53%; Math Gains – 50%; Reading Lowest 25% - 64%; Math Lowest 25% - 72% = 456 Applied Points</p>
Assistant Principal	Allen Moore	B.S. Environmental Sciences, M.S. Educational Leadership/ Professional Educator's Certificate: General Science 5 – 9, Educational Leadership K12	2	9	<p><b>2011-2012 – First Coast High School:</b> School grade - pending; Reading – 37%; Math - 39%; Writing – 84%; Reading Gains – 53%; Math Gains – 50%; Reading Lowest 25% - 64%; Math Lowest 25% - 72% = 456 Applied Points</p> <p><b>2010-2011- Kirby Smith Middle School:</b> School grade – A; Reading – 74%; Math - 70%; Writing – 92%; Science – 59%; Reading Gains – 64%; Math Gains – 69%; Reading Lowest 25% - 69%; Math Lowest 25% - 67% ; 90% of AYP criteria met, subgroups for Black Math Proficiency and Economically Disadvantaged did not make AYP</p> <p><b>2009-2010 – Kirby Smith Middle School:</b> School grade – A; Reading – 71%; Math - 72%; Writing – 91%; Science – 52%; Reading Gains – 64%; Math Gains – 68%; Reading Lowest 25% - 57%; Math Lowest 25% - 58% ; 87%% of AYP criteria met, no subgroups made AYP, subgroups for Black Reading and Math Proficiency and Economically Disadvantaged did not make AYP</p>

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Assistant Principal	Timothy Simmons	B.A. Mathematics, M.S. Educational Leadership and Human Development/ Professional Educator's Certificate: Mathematics PK – 3, Educational Leadership K12	3	5	<p><b>2011-2012 – First Coast High School:</b> School grade - pending; Reading – 37%; Math - 39%; Writing – 84%; Reading Gains – 53%; Math Gains – 50%; Reading Lowest 25% - 64%; Math Lowest 25% - 72% = 456 Applied Points</p> <p><b>2010-2011 - First Coast High School:</b> School grade C; Reading – 30%; Math - 59%; Writing – 68%; Science – 33%; Reading Gains – 40%; Math Gains – 63%; Reading Lowest 25% - 44%; Math Lowest 25% - 59% ; 69% of AYP criteria met, no subgroups made AYP</p> <p><b>2009-2010 - First Coast High School:</b> School grade D; Reading – 31%; Math - 65%; Writing – 82%; Science – 32%; Reading Gains – 38%; Math Gains – 69%; Reading Lowest 25% - 34%; Math Lowest 25% - 55% ; 69% of AYP criteria met, no subgroups made AYP</p> <p><b>2008-2009 - Mandarin High School:</b> School grade A; Reading – 53%; Math - 83%; Writing – 86%; Science – 56%; Reading Gains – 54%; Math Gains – 77%; Reading Lowest 25% - 49%; Math Lowest 25% - 64%</p>
Assistant Principal	Dania Wilcox	B.A. Elementary Education, M.S. Educational Leadership/ Professional Educator's Certificate: Elementary Education K-6, Educational Leadership K12	2	2	<p><b>2011-2012 – First Coast High School:</b> School grade - pending; Reading – 37%; Math - 39%; Writing – 84%; Reading Gains – 53%; Math Gains – 50%; Reading Lowest 25% - 64%; Math Lowest 25% - 72% = 456 Applied Points</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)
Math	Christine Bicksler	B.S. Political Science, Mathematics/Professional Educator's Certificate: Elementary Education K-6; Mathematics 6 - 12	6	1	<b>2011-2012 – First Coast High School:</b> School grade - pending; Reading – 37%; Math - 39%; Writing – 84%; Reading Gains – 53%; Math Gains – 50%; Reading Lowest 25% - 64%; Math Lowest 25% - 72% = 456 Applied Points
Instructional	Iris Lipsky	B.S. English Education, M.A.T., Educational Technology/Professional Educator's Certificate: English 6 – 12; ESOL K – 12, Educational Media Specialist PreK-12; Reading Endorsement	10	3	<b>2011-2012 – First Coast High School:</b> School grade - pending; Reading – 37%; Math - 39%; Writing – 84%; Reading Gains – 53%; Math Gains – 50%; Reading Lowest 25% - 64%; Math Lowest 25% - 72% = 456 Applied Points <b>2010-2011 First Coast High School:</b> School grade C; Reading – 30%; Math - 59%; Writing – 68%; Science – 33%; Reading Gains – 40%; Math Gains – 63%; Reading Lowest 25% - 44%; Math Lowest 25% - 59%; 69% of AYP criteria met, no subgroups made AYP <b>2009-2010 First Coast High School:</b> School grade D; Reading – 31%; Math - 65%; Writing – 82%; Science – 32%; Reading Gains – 38%; Math Gains – 69%; Reading Lowest 25% - 34%; Math Lowest 25% - 55%; 69% of AYP criteria met, no subgroups made AYP

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Reading	Marjorie Nolan	B.A. English, M.S. Educational Leadership/Professional Educator’s Certificate: English 6 – 12; Educational Leadership K12, Reading Endorsement, National Board Certification – Adolescent and Young Adult ELA	10	9	<p><b>2011-2012 – First Coast High School:</b> School grade - pending; Reading – 37%; Math - 39%; Writing – 84%; Reading Gains – 53%; Math Gains – 50%; Reading Lowest 25% - 64%; Math Lowest 25% - 72% = 456 Applied Points</p> <p><b>2010-2011 First Coast High School:</b> School grade C; Reading – 30%; Math - 59%; Writing – 68%; Science – 33%; Reading Gains – 40%; Math Gains – 63%; Reading Lowest 25% - 44%; Math Lowest 25% - 59% ; 69% of AYP criteria met, no subgroups made AYP</p> <p><b>2009-2010 First Coast High School:</b> School grade D; Reading – 31%; Math - 65%; Writing – 82%; Science – 32%; Reading Gains – 38%; Math Gains – 69%; Reading Lowest 25% - 34%; Math Lowest 25% - 55% ; 69% of AYP criteria met, no subgroups made AYP</p> <p><b>2008-2009 First Coast High School:</b> School grade F; Reading – 30%; Math - 60%; Writing – 79%; Science – 33%; Reading Gains – 35%; Math Gains – 66%; Reading Lowest 25% - 32%; Math Lowest 25% - 59% ; 46^% of AYP criteria met, no subgroups made AYP</p>
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**Effective and Highly Effective Teachers**

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Mentor high quality teachers and inform them of opportunities for on-going professional development	Mentors, Professional Development Facilitator, Academic Coaches, Administrators	On-going throughout the school year
2. Implement a school-based professional development program that differentiates professional activities to meet the needs of all teachers	Principal	On-going throughout the school year
3. Offer professional development during PLC meeting times and after-school to enhance effective instructional strategies in lesson design, best practices, pedagogy, literacy, including first generation CAR-PD.	Academic Coaches	On-going throughout the school year



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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 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
Out-of-field teachers: 25.6% [30] Less-than-effective:	Coaching support from Academic Coaches; training targeted at instructor's area(s) of weakness, monitoring of involvement with PLCs, classroom monitoring by administrators, District Cadre support.

***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
109	18% [20]	57% [62]	25% [27]	20 [18%]	25.9% [28]		11% [12]	4.6% [5]	11% [12]

***Teacher Mentoring Program/Plan***

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Patrice Haupt	Sarah Axelrod	Mentor is in mentee's department	Monthly meetings with DCPS cadre and FCHS PDF; weekly mentor/mentee contact

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Guy Miller	Brittany Gerke	Mentor is in mentee's department	Monthly meetings with DCPS cadre and FCHS PDF; weekly mentor/mentee contact
Matthew Barone	Lauren Rasch	Mentor is in mentee's department	Monthly meetings with DCPS cadre and FCHS PDF; weekly mentor/mentee contact
Lousie Hunley	Lynnette Quiles	Mentor is in mentee's department	Monthly meetings with DCPS cadre and FCHS PDF; weekly mentor/mentee contact
Louise Hunley	Brittney Regal	Mentor is in mentee's department	Monthly meetings with DCPS cadre and FCHS PDF; weekly mentor/mentee contact
Karen Wade	Ashley Rogers	Mentor is in mentee's department	Monthly meetings with DCPS cadre and FCHS PDF; weekly mentor/mentee contact
Rebecca Kaufmann	Chantelle Kramer	Mentor is in mentee's department	Monthly meetings with DCPS cadre and FCHS PDF; weekly mentor/mentee contact
Sterea Bryant	Devan Skapetis	Mentor is in mentee's department	Monthly meetings with DCPS cadre and FCHS PDF; weekly mentor/mentee contact
Jennifer Stover	Robert Pastor	Mentor is in mentee's department	Monthly meetings with DCPS cadre and FCHS PDF; weekly mentor/mentee contact
Matthew Barone	William Kugler	Mentor is in mentee's department	Monthly meetings with DCPS cadre and FCHS PDF; weekly mentor/mentee contact
Allison Gallup	Kylie Repasy	Mentor is in mentee's department	Monthly meetings with DCPS cadre and FCHS PDF; weekly mentor/mentee contact
Christine Bicksler	Michelle Gassman	Mentor is in mentee's department	Monthly meetings with DCPS cadre and FCHS PDF; weekly mentor/mentee contact
Justin Fluent	Kenneth Kallina	Mentor is in mentee's department	Monthly meetings with DCPS cadre and FCHS PDF; weekly mentor/mentee contact

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Harriett Kisilinsky	Cathy Mason-Buchanan	Mentor is in mentee's department	Monthly meetings with DCPS cadre and FCHS PDF; weekly mentor/mentee contact
Tracie Westberry	Mea Arline	Mentor is in mentee's department	Monthly meetings with DCPS cadre and FCHS PDF; weekly mentor/mentee contact
Tracie Westberry	Mary Beaufort	Mentor is in mentee's department	Monthly meetings with DCPS cadre and FCHS PDF; weekly mentor/mentee contact
Christine Bicksler	Lisa Baker	Mentor is in mentee's department	Monthly meetings with DCPS cadre and FCHS PDF; weekly mentor/mentee contact
Iris Lipsky	Marita Marrero	Mentor is school instructional coach.	Monthly meetings with DCPS cadre and FCHS PDF; weekly mentor/mentee contact

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### Additional Requirements

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

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

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

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

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

#### School-Based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Lorraine Miller, Elizabeth (Libby) Clarke, Louise Hunley, Porshia Jones,

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

The school-based MTSS/RtI Team will focus meetings around the following academic and behavioral questions:

1. What do we expect the students to learn?
2. How do we know they have or have not learned what was expected?
3. What will we do when they do or don't learn?
4. What evidence do we have to support our responses to these questions?

The team will meet monthly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

In addition to the oversight work of the Leadership Team, other building instructional teams (such as professional learning communities, small learning communities, grade level teams, and/or content area teams) carry the work forward with smaller groups of students. This academic and behavioral work will include the following, beginning with Tier 1 (core/universal instruction) and continuing through Tier 2 (supplemental instruction/intervention):

- Identifying and analyzing systematic patterns of student need;
- Identifying appropriate evidence-based differentiation and intervention strategies;
- Implementing and overseeing progress monitoring;
- Analyzing progress monitoring data and determining next steps.

For the most intensive interventions at Tier 3 in the 2012-2013 school year, instructional teams (i.e. PLCs) will provide classroom support for students. This support will include one-on-one individualized instruction with school interventionists.

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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?

The school-based MTSS/RtI Leadership Team leads the faculty in a review of the data and, with input from building instructional teams, develops the initial draft of the School Improvement Plan utilizing the template provided by the Department of Education. The draft SIP is then presented to the School Advisory Council for review and recommendations. The school-based RtI Leadership Team finalizes the plan. The School Improvement Plan becomes the guiding document for the work of the school. The school-based RtI Leadership Team should regularly revise and update the plan as the needs of students change throughout the school year. The plan includes a formal review process which demonstrates how the school has used RtI to inform instruction and made mid-course adjustments as data are analyzed.

### MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

The following data sources and data management systems are used to summarize data at each tier of RtI for reading, mathematics, science, writing, and behavior: Baseline data is gathered from: Pearson Inform, Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR), Diagnostic Reading Assessment-2 (DRA-2), District Benchmark Assessments as appropriate, FCIM mini-assessments, District Timed-Writings, Florida Comprehensive Assessment Test (FCAT).

Midyear data is gathered from: Pearson Inform, FAIR, DRA-2, District Timed-Writings, FCIM mini-assessments, and District Interim Benchmark Assessments as appropriate.

End of year data is gathered from: Pearson Inform, FAIR, FCAT, and End of Course exams

Ongoing progress monitoring is conducted through: FCIM mini-assessments, PMRN, Curriculum Based Measurement (CBM), FAIR (ongoing formative assessments), Teacher-made assessments.

Data is reviewed by teachers and administrators during weekly professional learning community meetings. Data is reviewed for each tier for reading, mathematics, science, writing, and behavior monthly by the school-based RtI Leadership Team.

Describe the plan to train staff on MTSS.

MTSS professional development should include more than scheduled workshops. In addition to traditional MTSS training during the summer, pre-planning, early dismissal, and faculty meetings, MTSS learning should be job-embedded and occur during the following:

- Professional learning communities
- Classroom observations
- Collaborative planning
- Analysis of student work
- Book study
- Lesson study
- Action research

**August 2012**

**Rule 6A-1.099811**

**Revised April 29, 2011**

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Describe the plan to support MTSS. There will be a monitoring through the following: PLC Attendance Administrative Discussions of Classroom Observations Collaborative Planning share out to the faculty (Faculty Meeting) Action research within grade levels/subject areas
School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team.  Lorraine Miller, Elizabeth (Libby) Clarke, Louise Hunley, Porshia Jones,
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?
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.
Describe the plan to train staff on MTSS.
Describe the plan to support MTSS.

School-Based Literacy Leadership Team



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Identify the school-based Literacy Leadership Team (LLT). Richard Black, Tracie Carollo, Rebecca Kaufmann, Iris Lipsky, Katrina Polz, Marjorie Nolan, Erin Patterson, Lauren Rasch, Alexia Robinson, Katrice Shorter, Joelle Stanger, Donna Sussman, Lucian Vesa
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The purpose of the Literacy Leadership Team is to work to create and implement a comprehensive plan to improve reading instruction and students' reading scores here at First Coast High School. Meetings will be held monthly in the media center.
What will be the major initiatives of the LLT this year? The team will work to determine our faculty's professional development needs, to plan professional development trainings, and to provide a structure for our school-wide reading initiatives.

### ***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.*

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

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

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

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

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

The academic coaches provide training for all teachers in FCAT Reading benchmarks that are identified as Instructional Focus benchmarks. The administration monitors the implementation of reading instructional focus lessons and vocabulary acquisition lessons in every course and in every grade level. The academic coaches provide training and support in the use of reading data provided from sources such as FAIR, Instructional Focus Mini-Assessments, and FCAT Reading so that teachers can differentiate lessons and provide RtI as needed.

### ***\*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?

First Coast High School uses career academies to create a cross-curricular and interdisciplinary focus to help students understand the relationships between subjects and relevance to their futures. First Coast also uses the AVID program to assist students in understanding the connection between high school courses and their future.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

At First Coast High School, the guidance counselors are charged with assisting our students in academic and career planning. The counselors work with the students individually to make course selections that are personally meaningful to the student. The counselors also work with all students in accessing Florida Online Learning Resource Center for college and career planning and advising. They also assist students in making sure that they complete their 4 year plan and encourages students to prepare and take the PSAT, ACT, SAT, PERT and ASVAB in an effort to achieve their postsecondary goals.

### ***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](#).

- For the past seven years First Coast High School has made a concentrated effort to involve as many students as possible in college preparatory programs. We have increased the number of students taking accelerated courses—Advanced Placement and Dual Enrollment courses.
- We have four AVID teachers who teach college-readiness skills to students.
- Intensive Reading teachers supplement their curriculum with materials to prepare their students to take the ACT and SAT.

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- All students who score a level 3 or higher on FCAT Reading are encouraged to enroll in honors and Advanced Placement English, social studies, and science classes.
- We offer on-site Dual Enrollment courses which enable students to earn college credit while they are still in high school.
- Students are offered the opportunity to be Dual Enrolled where they are here at FCHS and at FSCJ or Early Enrolled where they are full time students at FSCJ during their senior year.
- Seniors can enroll in the DCT program which allows them to begin working at their career while they are in high school.
- Students enrolled in our International Trade and Logistics Academy has the opportunity to intern with our business partner, JaxPort.
- All 10<sup>th</sup> grade students are administered the PSAT free of cost. 9<sup>th</sup> and 11<sup>th</sup> grade students are strongly encouraged to take the test at a cost.
- Both the SAT and ACT test prep are offered in our after school and Saturday school tutorial program and First Coast is a testing site for both exams making it accessible for students.
- We have an increased number of juniors taking the ACT, SAT and PERT.
- We sponsor seminars from various colleges.
- Representatives from the military and from technical colleges speak to seniors.
- Financial aid workshops are offered to all seniors and their parents.
- Guidance counselors help students prepare for postsecondary education by assisting them as they apply to college and universities.
- Guidance counselors meet with students to discuss qualifications for Bright Futures scholarships and then assist students as they apply online.
- Guidance counselors coordinate a school-wide college-readiness campaign to inform parents and students about college-readiness requirements, test preparation opportunities, and testing dates.

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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. Some teachers do not have and/or set high expectations of all students.	1A.1. To ensure that teachers have high expectations of all students, we will require that teachers use complex text and script rigorous questions.	1A.1. Administrators	1A.1. Improvement in reading skills as evidenced by both formal and informal assessment data	1A.1. Classroom Observations and Lesson Plans		

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Reading Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
To increase the number of students achieving a Level 3 or above on the Reading FCAT 2.0 by 6%.							
	37% [202}	43% [410]					
		<p>1A.2.</p> <p>Level 3 students often are only passively engaged in class and do not meet their potential in reading.</p> <p>Level 1 and 2 students who are beyond 10<sup>th</sup> grade, experience the same passive engagement as expressed above.</p>	<p>1A.2.</p> <p>Teachers will implement regular differentiated lessons. These lessons are developed by PLCs, in conjunction with the academic coaches, to engage students and build reading skills.</p> <p>The school-based academic coaches will provide additional training on incorporating student engagement strategies and routines.</p>	<p>1A2</p> <p>Administrators</p>	<p>1A.2.</p> <p>Improvement in engagement and reading skills as evidenced in formal and informal assessment data</p>	<p>1A.2.</p> <p>Classroom Observations and Lesson Plans; Data from mini-assessments and Benchmarks.</p>	

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		<p>1A.3. Students lack specific reading skills and strategies which impedes their growth in reading.</p>	<p>1A.3. To ensure that students have specific reading skills and strategies to build their reading comprehension and fluency, all teachers will teach and require students to use the school’s “Essential Reading Habits” and the “Must Use Strategies Toolbox”</p> <p>All content area teachers will implement “Knowledge for College”, our school-wide vocabulary acquisition program, and all teachers will incorporate content vocabulary acquisition strategies.</p> <p>All teachers (except for PE and math) will incorporate instructional focus lessons following the gradual release model according to the reading instructional focus calendar.</p>	<p>1A.3. Academic Coaches, Administrators</p> <p>Academic Coaches, Administrators</p> <p>Academic Coaches, Administrators</p> <p>Academic Coaches, Administrators</p>	<p>1A.3. Regularly scheduled mini-assessments to assess specific NGSSSR benchmarks. Assessments and teacher observation</p> <p>Assessment and teacher observation</p> <p>Assessments and teacher observation</p>	<p>1A.3. Data from mini-assessments and Interim Benchmarks; F.A.I.R., FCAT Reading, teacher observation, progress monitoring assessments</p>	
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<p><b>1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.</b></p>	<p>1B.1. Some teachers do not have high expectations of all students.</p>	<p>1B.1. To ensure that teachers have high expectations of all students, we will require that teachers use complex text and script rigorous questions.</p>	<p>1B.1. Administrators</p>	<p>1B.1. Improvement in reading skills as evidenced by both formal and informal assessment data</p>	<p>1B.1. Classroom observations and lesson plans</p>		
<p><b>Reading Goal #1B:</b> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	<p>1B.2.</p>	
		<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	<p>1B.3.</p>	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</b>	2A.1. Some teachers do not have high expectations of all students.	2A.1. To ensure that teachers have high expectations of all students, we will require that teachers use complex text and script rigorous questions.	2A.1. Administrators	2A.1. Improvement in reading skills as evidenced by both formal and informal assessment data	2A.1. Classroom observations and lesson plans		
<u>Reading Goal #2A:</u> <b>Increase the number of students achieving above proficiency on FCAT 2.0 by 7%.</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>31% [168]</b>	<b>38% [396]</b>					



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		<p>2A.2. Level 4 and 5 students are resistant to the challenge of increased rigor required for critical reading and the common core standards.</p>	<p>2A.2. Teachers will create an articulation plan for increasingly rigorous readings for Honors English classes.  Teachers will implement regular differentiated lessons. These lessons are developed by PLCs, in conjunction with the academic coaches, to engage students and build reading skills.  The academic coaches will provide a series of professional development trainings on incorporating student engagement strategies and routines.</p>	<p>2A.2. Academic coaches, AP/Honors Coordinator, teachers of accelerated courses, and classroom Teachers</p>	<p>2A.2. Classroom observations, reading materials, lesson plans, student data chats</p>	<p>2A.2. FCAT, regular teacher assessments, teacher observation, progress monitoring assessments</p>	
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		<p>2A.3. Level 4 &amp; 5 students do not have consistent reading and study habits.</p>	<p>2A.3. Teachers will implement Honors and AP study groups to reinforce good reading and study habits.  To ensure that students have specific reading skills and strategies to build their reading comprehension and fluency, all teachers will teach and require students to use the school's "Essential Reading Habits" and "Must-Use Strategies Toolbox".  All content area teachers will implement "Knowledge for College", our school-wide vocabulary acquisition program, and all teachers will incorporate content vocabulary acquisition strategies.  All teachers (except for PE and math) will incorporate instructional focus lessons following the gradual release model, according to the reading instructional focus.</p>	<p>2A.3. AP/Honors Coordinator  Academic coaches and administrators  Academic coaches, administrators  Academic coaches, administrators</p>	<p>2A.3 Calendar of study group sessions; Log of students attending study groups  Academic coaches, Administrators  Academic coaches, administrators,  Academic coaches, administrators</p>	<p>2A.3. Calendar and log, regular assessments, teacher observation, and progress monitoring assessments  Regular assessments, teacher observation, and progress monitoring assessments</p>	
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<p><b>2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.</b></p>	<p>2B.1. Some teachers do not have high expectations of all students.</p>	<p>2B.1. To ensure that teachers have high expectations of all students, we will require that teachers use complex text and script rigorous questions.</p>	<p>2B.1. Academic coaches, administrators</p>	<p>2B.1. Classroom Observations and Lesson Plans</p>	<p>2B.1. Regular assessments, teacher observation, FAIR, and progress monitoring assessments</p>		
<p><b>Reading Goal #2B:</b> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>Enter numerical data for current level of performance in this box.</i></p>	<p><i>Enter numerical data for expected level of performance in this box.</i></p>					
		<p>2B.2.</p>	<p>2B.2.</p>	<p>2B.2.</p>	<p>2B.2.</p>	<p>2B.2.</p>	
		<p>2B.3.</p>	<p>2B.3.</p>	<p>2B.3.</p>	<p>2B.3.</p>	<p>2B.3.</p>	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p><b>3A. FCAT 2.0:</b>  <b>Percentage of students making learning gains in reading.</b></p>	<p>3A.1.                  Students lack specific reading skills and strategies, which impedes their growth in reading.</p>	<p>3A.1.                  To ensure that students have specific reading skills and strategies to build their reading comprehension and fluency, all teachers will teach and require students to use the school's "Essential Reading Habits" and the students' "Must-Use Strategies Toolbox".</p>	<p>3A.1.                  Academic Coaches, Administrators</p>	<p>3A.1.                  Regularly scheduled mini-assessments to assess specific NGSSSR benchmarks.</p>	<p>3A.1.                  Data from mini-assessments and Interim Benchmarks, F.A.I.R., FCAT</p>		
		<p>All content area teachers (except math) will implement "Knowledge for College", our school-wide vocabulary acquisition program,</p>	<p>Academic Coaches, Administrators</p>	<p>Assessment and teacher observation</p>	<p>Regular assessments, teacher observation, progress monitoring assessments</p>		
				<p>Assessment and teacher observation</p>	<p>Regular assessments, teacher observation, progress monitoring assessments</p>		

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		<p>and all teachers will incorporate content vocabulary acquisition strategies.</p> <p>All teachers (except for PE and math) will incorporate instructional focus lessons following the gradual release model, according to the reading instructional focus.</p>					
<p><u>Reading Goal #3A:</u>   <b>To increase 5% in Learning Gains as measured by FCAT 2.0.</b></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	53% [289]	58% [553]					

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		3A.2. In general, students lack sufficient reading endurance.	3A.2. Periodic timed readings of increasing length will be given in reading courses.  Daily independent reading in ELA 9/10 and Intensive Reading classes will be required.	3A.2. Academic Coaches	3A.2. Teacher observation and assessments	3A.2. Progress monitoring assessments, F.A.I.R., FCAT	
		3A.3. In general students lack intrinsic motivation to engage in rigorous reading tasks.	3A.3. We will create and implement a school-wide reading incentive plan to recognize students' reading achievement.	3A.3. Literacy Leadership Team, Media Specialist	3A.3. Matrix of reading assessment trend data.	3A.3. Regular assessments, teacher observation, progress monitoring assessments, F.A.I.R., FCAT	



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<p><b>3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.</b></p>	<p>3B.1. Students lack specific reading skills and strategies, which impedes their growth in reading.</p>	<p>3B.1. To ensure that students have specific reading skills and strategies to build their reading comprehension and fluency, all teachers will teach and require students to use the school's "Essential Reading Habits" and the students' "Must-Use Strategies Toolbox".</p> <p>All content area teachers (except math) will implement "Knowledge for College", our school-wide vocabulary acquisition program,</p>	<p>3B.1. Academic Coaches, Administrators</p> <p>Academic Coaches, Administrators</p> <p>Academic Coaches, Administrators</p>	<p>3B.1. Regularly scheduled mini-assessments to assess specific NGSSSR benchmarks.</p> <p>Assessment and teacher observation</p> <p>Assessment and teacher observation</p>	<p>3B.1. Data from mini-assessments, Interim Benchmarks, and F.A.I.R</p> <p>Regular assessments, teacher observation, progress monitoring assessments</p> <p>Regular assessments, teacher observation, progress monitoring assessments</p>		
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		<p>and all teachers will incorporate content vocabulary acquisition strategies.</p> <p>All teachers (except for PE and math) will incorporate instructional focus lessons following the gradual release model according to the reading instructional focus.</p>					
<p><u>Reading Goal #3B:</u> <i>Enter narrative for the goal in this box.</i></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
		<p><i>Enter numerical data for expected level of performance in this box.</i></p>					

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		3B.2. Students lack reading endurance.	3B.2. Periodic timed readings of increasing length will be given in all reading courses.  Daily independent reading in ELA 9/10 and Intensive Reading classes will be required.	3B.2. Academic Coaches	3B.2. Teacher observation and assessments	3B.2. Progress monitoring assessments and F.A.I.R.	
		3B.3. Students lack motivation to engage in rigorous reading tasks.	3B.3. Teachers will create and implement a school-wide reading incentive plan to recognize students' reading achievement.	3B.3. Literacy Leadership Team, Media Specialist	3B.3. Matrix of reading assessment trend data.	3B.3. Regular assessments, teacher observation, progress monitoring assessments, F.A.I.R.	

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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>4A. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.</b>	4A.1. Lack of student motivation impedes improvement in reading skills.	4A.1. Teachers will create and implement a school-wide reading incentive plan to recognize students' reading achievement.	4A.1. Literacy Leadership Team, Media Specialist	4A.1. Matrix of reading assessment trend data.	4A.1. Regular assessments, teacher observation, progress monitoring assessments F.A.I.R., and FCAT		
<u>Reading Goal #4A:</u> <b>Increase the percentage of students in lowest 25% making learning gains in reading by 3%.</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<b>64% [350]</b>	<b>67% [639]</b>					

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		<p>4A.2. Students lack specific reading skills and strategies, which impedes their growth in reading.</p>	<p>4A.2. All content area teachers will implement “Knowledge for College”, our school-wide vocabulary acquisition program, and all teachers will incorporate content vocabulary acquisition strategies.</p> <p>To ensure that students have specific reading skills and strategies to build their reading comprehension and fluency, all teachers will teach and require students to use the school’s “Essential Reading Habits” and “Must-Use Strategies Toolbox”.</p> <p>All teachers (except for PE and math) will incorporate instructional focus lessons following the gradual release model, according to the reading instructional focus.</p> <p>Teachers will implement regular differentiated lessons. These lessons are developed by PLCs, in conjunction with the academic coaches, to engage students and build reading skills.</p>	<p>4A.2. Academic Coaches, Administrators</p> <p>Academic Coaches, Administrators</p> <p>Academic Coaches, Administrators</p> <p>Classroom teachers</p>	<p>4A.2. Assessment and teacher observation</p> <p>Regularly scheduled mini-assessments to assess specific NGSSSR benchmarks.</p> <p>Assessment and teacher observation</p> <p>Data Charts</p>	<p>4A.2. Data from mini-assessments , Interim Benchmarks F.A.I.R., and FCAT</p> <p>Regular assessments, teacher observation, progress monitoring assessments F.A.I.R. data</p> <p>Regular assessments, teacher observation, progress monitoring assessments F.A.I.R., FCAT.</p> <p>Mini Assessments F.A.I.R., FCAT</p>	
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		4A.3. Students need increased learning opportunities to remediate targeted deficiencies.	4A.3. The ALT will design and implement a remediation plan to provide students with increased opportunities to learn. The remediation will include data chats, “lunch & learn”, classroom blogs, teacher websites, and mentoring sessions.	4A.3. Academic Leadership Team Academic Coaches	4A.3. Teacher observation, student self-assessments, mini-assessments	4A.3. Teacher observation, student self-assessments, mini-assessments. F.A.I.R., and FCAT	
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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>5A. In six years school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b> <u>38</u>	<b>43</b>	<b>48</b>	<b>54</b>	<b>59</b>	<b>64</b>	<b>69</b>
<u>Reading Goal #5A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>5B. Student subgroups by ethnicity</b> (White, Black, Hispanic, Asian, American Indian) <b>not making satisfactory progress in reading.</b></p>	<p>5B.1. All subgroups: Students have a lack of background knowledge and foundational skills.</p>	<p>5B.1. Provide additional opportunities for remediation and enrichment through Saturday School, computer-based practice, and after-school tutoring.</p> <p>The remediation will include data chats, “lunch &amp; learn”, classroom blogs, teacher web sites, and mentoring sessions.</p> <p>Encourage support for inside-of-class and outside-of-class independent reading.</p> <p>Infusion of Common Core standards, text complexity, text-dependent questions, direct vocabulary instruction and instructional focus lessons.</p>	<p>5B.1. All teachers, academic coaches, administrators</p> <p>All teachers, academic coaches, administrators</p> <p>All teachers</p> <p>All teachers, academic coaches</p>	<p>5B.1. Teacher-created assessments, district Interim Benchmark assessments, attendance records from all sessions</p> <p>RtI re-tests, data &amp; mentoring logs</p> <p>Reading logs</p> <p>Lesson plans and PLC minutes</p>	<p>5B.1. FAIR, FCAT reading</p> <p>FAIR, FCAT reading</p> <p>FAIR, FCAT reading</p>		
<p><u>Reading Goal #5B:</u> Decrease the percentage of students in each ethnic subgroup not making satisfactory progress in reading.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					

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	White: 55% Black: 29% Hispanic: 39% Asian: 73% American Indian: N/A	White:59% Black: 35% Hispanic:44% Asian: 76% American Indian: N/A					
		5B.2. All subgroups: Some faculty members may lack cultural sensitivity.	5B.2. Provide professional development in culturally relevant teaching	5B.2. Academic Coaches, administration	5B.2. Lesson plans, student surveys	5B.2. FAIR, FCAT reading	
		5B.3. All minority subgroups: Mandated curriculum is not culturally relevant.	5B.3. Infuse culturally-rich supplemental resources into lessons	5B.3. All teachers, academic coaches	5B.3. Lesson plans, PLC minutes	5B.3. FAIR, FCAT reading	

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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		
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<p><b>5C. English Language Learners (ELL) not making satisfactory progress in reading.</b></p>	<p>5C.1. Students lack vocabulary and background knowledge to be successful.</p>	<p>5C.1. Provide additional opportunities for remediation and enrichment through Saturday School, computer-based practice, and after-school tutoring.</p> <p>The remediation will include data chats, “lunch &amp; learn”, classroom blogs, teacher websites, and mentoring sessions.</p> <p>Encourage support for outside-of-class independent reading.</p>	<p>5C.1. Academic coaches, Administrators</p>	<p>5C.1. Teacher assessments, District Interim Benchmarks</p>	<p>5C.1. FCAT Reading and F.A.I.R.</p>		
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<p><u>Reading Goal #5C:</u> Decrease the percentage of students in the ELL subgroup not making satisfactory progress in reading.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>N/A</p>	<p>N/A</p>					
		<p>5C.2. ESOL students have different learning needs because of language deficiencies.</p>	<p>5C.2. Teachers will utilize research-based ESOL strategies.</p>	<p>5C.2. Academic coaches, Administrators</p>	<p>5C.2. Teacher assessments, District Interim Benchmarks</p>	<p>5C.2. FCAT Reading F.A.I.R.</p>	
		<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	<p>5C.3.</p>	
<p>Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p><b>5D. Students with Disabilities (SWD) not making satisfactory progress in reading.</b></p>	<p>5D.1. There has been a lack of communication between the ESE staff and classroom teachers concerning which students have disabilities and what the disabilities are.</p>	<p>5D.1. Implement protocols to inform classroom teachers of student disabilities.</p>	<p>5D.1. ESE Liaison, Administration</p>	<p>5D.1. Evidence of accommodations in lesson planning</p>	<p>5D.1. FCAT Reading, and F.A.I.R.</p>		
<p><u>Reading Goal #5D:</u> Decrease the percentage of students in the SWD subgroup not making satisfactory progress in reading.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>23%</p>	<p>30%</p>					



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		5D.2. Teachers need additional strategies to differentiate instruction in order to provide accommodations for students with disabilities.	5D.2. Professional development will be provided for teachers.  PLCs will work together to plan differentiated lessons.	5D.2. ESE Liaison Administration	5D.2. Teacher assessments, District Interim Benchmarks	5D.2. FCAT Reading and F.A.I.R.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p><b>5E. Economically Disadvantaged students not making satisfactory progress in reading.</b></p>	<p>5E.1. Students are deficient in skills and background knowledge.</p>	<p>5E.1. Provide remediation and enrichment opportunities during after-school tutoring sessions, Saturday School, and expanded access to the media center's resources.</p> <p>Provide professional development for teachers in strategies to build background knowledge for content areas.</p>	<p>5E.1. Academic coaches Administration</p>	<p>5E.1. Teacher assessments, District Interim Benchmarks</p>	<p>5E.1. FCAT Reading and F.A.I.R.</p>		

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<u>Reading Goal #5E:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
Decrease the percentage of students in Economically Disadvantaged subgroup not making satisfactory progress in reading.							
	32%	38%					
		5E.2. Many parents of Economically Disadvantaged students lack access to student support information and technology resources.	5E.2. Quarterly meetings will be held to educate and provide parents access to the Grade Portal, Compass Odyssey, FCAT Explorer, teacher websites, and other educational resources.	5E.2. Academic Coaches Administrators	5E.2. Parent Surveys	5E.2. Parent Surveys	

**Reading Professional Development**

<b>Professional Development (PD) aligned with</b>						
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August 2012  
 Rule 6A-1.099811  
 Revised April 29, 2011

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<b>Strategies through Professional Learning Community (PLC) or PD Activity</b> <small>Please note that each Strategy does not require a professional development or PLC activity.</small>						
<small>PD Content /Topic and/or PLC Focus</small>	<small>Grade Level/ Subject</small>	<small>PD Facilitator and/or PLC Leader</small>	<small>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</small>	<small>Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</small>	<small>Strategy for Follow-up/Monitoring</small>	<small>Person or Position Responsible for Monitoring</small>
Practical enrichment ideas	All	Academic coaches/PLC Leaders	School-wide	Weekly Early Release PLC Meetings, after-school training once a quarter	Evidence in lesson planning and classroom lesson delivery	Administrative Team
Effective differentiation	All	Academic coaches	School-wide	After-school training once a quarter	Evidence in lesson planning and classroom lesson delivery	Administrative Team
School-wide, cross-curricular training in writing instruction	All	Academic coaches	9 <sup>th</sup> & 10 <sup>th</sup> grade ELA, Science, & Social Studies	After-school once a quarter	Evidence in lesson planning and classroom lesson delivery	Administrative Team
Increasing rigor in the classroom	All	Academic coaches/PLC Leaders	School-wide	Weekly Early Release PLC Meetings, after-school training once a quarter	Evidence in lesson planning and classroom lesson delivery	Administrative Team
School-wide, cross-curricular training in reading instruction	All	Academic coaches	School-wide	Bi-Weekly Instructional Focus Training	Evidence in lesson planning and classroom lesson delivery	Administrative Team
Understanding IEPs and accommodations	All	ESE Liaison	School-wide	Monthly	Evidence in lesson planning and lesson delivery and ESE Liaison Meeting Logs	Administrative Team

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Student Engagement	All	Academic Coaches	School-wide	Once a semester	Evidence in lesson planning and lesson delivery	Administrative Team
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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
<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 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. Home Language; Amount of previous education; Level of literacy in first Language	1.1 Placement in Developmental Reading/Intensive Reading Courses; Small group instruction; Access to bilingual dictionaries.	1.1. ESOL Contact; Reading Teacher; English Teacher	1.1. Scores on the 2012-13 CELLA	1.1. Comprehensive English Language Learner Assessment.	
<u>CELLA Goal #1:</u> Student must score between 739 and 835 on the listening/speaking section of the CELLA, (Comprehensive English Language Learner Assessment).	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
	Currently 28% of ELL students are proficient.					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.

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Students read grade-level text in English in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>2. Students scoring proficient in reading.</b>	2.1 Home language; Amount of previous education; Literacy in first language	2.1. Placement in Developmental Reading/Intensive Reading Courses; Small group instruction; Access to bilingual dictionaries	2.1. ESOL Contact; Reading Teacher	2.1. Scores on the 2012-13 CELLA	2.1. Comprehensive English Language Learner Assessment	
<u>CELLA Goal #2:</u> Students must score between 778 and 820 on the reading section of the CELLA.	<u>2012 Current Percent of Students Proficient in Reading:</u>					
	Currently 28% of ELL students are proficient.					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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Students write in English at grade level in a manner similar to non-ELL students.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
<b>3. Students scoring proficient in writing.</b>	3.1. Home Language; Amount of previous education; Literacy in first Language	3.1. Placement in Developmental Reading/Intensive Reading Courses; Small group instruction.. Access to Bilingual Dictionaries	3.1. ESOL Contact; Reading Teacher	3.1. Scores on the 12-13 CELLA	3.1. Comprehensive English Language Learner Assessment	
<p><u>CELLA Goal #3:</u></p> <p>Student must score between 746 and 850 on the writing section of the CELLA.</p>	<p><u>2012 Current Percent of Students Proficient in Writing :</u></p>					
	Currently 28% of ELL students are proficient.					

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

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

<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		

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<p><b>1. Students scoring at Achievement Level 3 in Algebra 1.</b></p>	<p>1.1 Lack of motivation due to students' inability to understand the relevance of math to their future goals.</p>	<p>1.1. Implement life applications in lessons.  Tailor lessons to fully engage each student.  Spiral the curriculum to be inclusive of past</p>	<p>1. Coaches, teachers, and administrators</p>	<p>1.1. Increase evidence of teacher use of engagement strategies in lesson planning.  Have ESE facilitator present for PLC meetings. Also incorporate student feedback on effective strategies</p>	<p>1. Data notebook; PLC/Lesson Plan notebook; PLC minutes; Interim Benchmarks; Algebra EOC.</p>		
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		<p>current,</p> <p>and future standards.</p> <p>Incorporate specific and proven strategies from ESE support facilitation and research-based practices.</p> <p>Teachers, in collaboration with the coaches, will design rigorous and engaging lessons.</p>					
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Algebra 1 Goal #1:  <b>Increase the number of students achieving a proficient score on the Algebra 1 EOC by 8%.</b>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	<i>17%</i>	<i>25%</i>					
	1.2. 1.3.	1.2 Lack of prerequisite knowledge	1.2 Use focus lessons, pullouts, push-ins, tutoring, and Saturday School. Implement reflections from lesson plans and exit slips. Follow the RTI model.	1.2. Coaches, teachers, and administrators	1.2. Classroom observations and PLC discussions.	2. Data notebook; PLC/Lesson Plan notebook; PLC minutes; Interim Benchmarks; Algebra EOC.	
		1.3.	1.3.	1.3.	1.3.	1.3	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		



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

<p><b>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.</b></p>	<p>2.1. Lack of motivation due to students' inability to understand the relevance of math to their future goals.</p>	<p>2.1. Implement life applications in lessons. Tailor lessons to fully engage each student. Spiral the curriculum to be inclusive of past, current, and future standards.</p>	<p>2.1. Academic coaches, administrators, and classroom instructors</p>	<p>2.1. PLC discussions and minutes; lesson plans; classroom observations</p>	<p>2.1. Data notebook; PLC/ Lesson Plan notebook; PLC minutes Interim Benchmarks; Algebra EOC</p>		
<p>Algebra Goal #2: <b>Increase the number of students achieving above proficiency on the Algebra 1 EOC.</b></p>	<p><u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u> .*</p>	<p><u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance</u> .*</p>					
	<p><i>0.75%</i></p>	<p><i>5%</i></p>					

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	2.2.	2.2. Some students do not have high expectations for their own learning.	2.2. Implement frequent data chats and portfolios that reflect individual student achievement and its relation to school grade and goals.  Foster a college-prep culture by incorporating ACT and SAT problem sets to challenge and create a competitive atmosphere.  Use effective questioning techniques designed to promote deeper learning.  Implement the weekly writing initiative, do Math KFC daily, and incorporate the CCSS 8 Mathematical practices in the lessons.	2.2. Academic coaches and administrators	2.2. PLC discussions and minutes; lesson plans; classroom observations and writing portfolios.	2.2. Data notebook; PLC/ Lesson Plan notebook; PLC minutes Interim Benchmarks; Algebra EOC	
		2.3. Lack of rigorous instruction/ tasks for gifted students.	2.3. Teachers will implement higher order questioning.  Teachers will be involved in video lesson studies to improve lesson development.  Teachers will implement the weekly writing initiative, do Math KFC daily, and incorporate the CCSS 8 Mathematical practices in the lessons.	2.3. Academic Coaches and Administrators	2.3. PLC discussions and minutes; lesson plans; classroom observations	2.3. Data notebook; PLC/ Lesson Plan notebook; PLC minutes Interim Benchmarks; Algebra 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>3B. Student subgroups by ethnicity</b> (White, Black, Hispanic, Asian, American Indian) <b>not making satisfactory progress in Algebra 1.</b>	3.1.	3.1.	3.1.	3.1.	3.1.		
<b>Algebra 1 Goal #3B:</b> <i>Enter narrative for the goal in this box.</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> White: Black: Hispanic: Asian: American Indian:	<i>Enter numerical data for expected level of performance in this box.</i> White: Black: Hispanic: Asian: American Indian:					
	3.2.	3.2.	3.2.	3.2.	3.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

*End of Florida Alternate Assessment High School Mathematics Goals*

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

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

<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		

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

<p><b>1. Students scoring at Achievement Level 3 in Algebra 1.</b></p>	<p>1.1. Lack of motivation due to students' inability to understand the relevance of math to their future goals.</p>	<p>1.1. Implement life applications in lessons.  Tailor lessons to fully engage each student.  Spiral the curriculum to be inclusive of past</p>	<p>1.1. Coaches, teachers, and administrators</p>	<p>1.  Increase in evidence of teacher use of engagement strategies in lesson planning.  Have ESE facilitator present for PLC meetings. Also incorporate student feedback on effective strategies</p>	<p>1.1. Data notebook; PLC/Lesson Plan notebook; PLC minutes; Interim Benchmarks; Algebra and Geometry EOC.</p>		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

		<p>current,</p> <p>and future standards.</p> <p>Incorporate specific and proven strategies from ESE support facilitation and research-based practices</p> <p>Teachers, in collaboration with the coaches, will design rigorous and engaging lessons.</p>					
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Algebra 1 Goal #1: Increase the number of students achieving a proficient score on the Algebra 1 EOC by 8%	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	17% [45]	25% [80]					
	2.  1.3.	1.2. Lack of prerequisite knowledge.  1.3. Literacy	1.2. Use focus lessons, pullouts, push-ins, tutoring, and Saturday School. Implement reflections from lesson plans and exit slips. Follow the RTI model.  1.3. Implement the weekly writing initiative, the CCSS 8 mathematical practices, and Math KFC.	1.2. Coaches, teachers, and administrators  1.3. Coaches, teachers, and administrators	1.2. Data notebook; PLC/ Lesson Plan notebook; PLC minutes; Interim Benchmarks  1.3. Writing portfolios; Data notebook; PLC/ Lesson Plan notebook; PLC minutes; Interim Benchmarks	1.2. Interim Benchmarks; Algebra EOC.  1.3. Interim Benchmarks; Algebra 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		

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

<p><b>2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.</b></p>	<p>2.1. Lack of motivation due to students' inability to understand the relevance of math to their future goals.</p>	<p>2.1. Implement life applications in lessons. Tailor lessons to fully engage each student. Spiral the curriculum to be inclusive of past, current, and future standards.</p>	<p>2.1. Academic Coaches, Administrators, Classroom instructors</p>	<p>2.1. PLC discussions and minutes; lesson plans; classroom observations</p>	<p>2.1. Data notebook; PLC/ Lesson Plan notebook; PLC minutes Interim Benchmarks; Algebra and Geometry EOCs</p>		
<p><u>Algebra Goal #2:</u> <b>Increase the number of students achieving above proficiency on the Algebra 1 EOC by 5%.</b></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>0.75% {1}</b></p>	<p><b>5% [16]</b></p>					



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		<p>2.2. Some students do not have high expectations for their own learning.</p>	<p>2.2. Implement frequent data chats and portfolios that reflect individual student achievement and its relation to school grade and goals.</p> <p>Foster a college-prep culture by incorporating ACT and SAT problem sets to challenge and create a competitive atmosphere.</p> <p>Use effective questioning techniques designed to promote deeper learning</p> <p>Implement the weekly writing initiative, do Math KFC daily, and incorporate the CCSS 8 Mathematical practices in the lessons.</p>	<p>2.2. Academic Coaches and Administrators</p>	<p>2.2. PLC discussions and minutes; lesson plans; classroom observations and writing portfolios.</p>	<p>2.2. Data notebook; PLC/ Lesson Plan notebook; PLC minutes Interim Benchmarks; Algebra and Geometry EOCs</p>	
		<p>2.3. Lack of rigorous instruction/ tasks for gifted students.</p>	<p>2.3. Implement higher order questioning</p> <p>Teachers will be involved in video lesson studies to improve lesson development.</p> <p>Implement the weekly writing initiative, do Math KFC daily, and incorporate the CCSS 8 Mathematical practices in the lessons.</p>	<p>2.3. Academic Coaches and Administrators</p>	<p>2.3. PLC discussions and minutes; lesson plans; classroom observations</p>	<p>2.3. Data notebook; PLC/ Lesson Plan notebook; PLC minutes Interim Benchmarks; Algebra and Geometry EOCs</p>	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
<b>3A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2010-2011</b>	<b>63%</b>	<b>67%</b>	<b>70%</b>	<b>73%</b>	<b>77%</b>	<b>80%</b>
<u>Algebra 1 Goal #3A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>3B. Student subgroups by ethnicity</b> (White, Black, Hispanic, Asian, American Indian) <b>not making satisfactory progress in Algebra 1.</b>	3B.1. There is a lack of motivation due to students' inability to understand the relevance of math to their future goals.	3B.1. Implement life applications in lessons. Tailor lessons to fully engage each student. Spiral the curriculum to be inclusive of past, current, and future standards.	3B.1. Coaches and Administrators and classroom instructors	3B.1. PLC discussions and minutes; lesson plans; classroom observations.	3B.1. Data notebook; PLC/ Lesson Plan notebook; PLC minutes Interim Benchmarks; Algebra and Geometry EOCs		

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<p><b>Algebra 1 Goal #3B:</b>   <b>Decrease the number of students in subgroups not making satisfactory progress in Algebra 1 by 6% for White and 7% for Black.</b></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>				
	<p><i>Enter numerical data for current level of performance in this box.</i>                  White: 61% [131]                  Black 73% [198];                  Hispanic: 54% [15]                  Asian: 47% [7]                  American Indian: 33% [1]</p>	<p><i>Enter numerical data for expected level of performance in this box.</i>                  White: 55% [118]                  Black: 66% [180]                  Hispanic:                  Asian:                  American Indian:</p>				
		<p>3B.2. Some students do not have high expectations for their own learning.</p>	<p>3B.2. Implement frequent data chats and develop portfolios that reflect individual student achievement and its relation to school grade and goals.</p> <p>Foster a college-prep culture by incorporating ACT and SAT problem sets to challenge and create a competitive atmosphere.</p> <p>Use effective questioning techniques designed to promote deeper learning</p>	<p>3B.2. Coaches and Administrators</p>	<p>3B.2. PLC discussions and minutes; lesson plans; classroom observations.</p>	<p>3B.2. Data notebook; PLC/ Lesson Plan notebook; PLC minutes Interim Benchmarks; Algebra and Geometry EOCs</p>

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		3B.3. Literacy	3B.3. Implement the weekly writing initiative, the CCSS 8 mathematical practices, and Math KFC.	3B.3. Coaches and Administrators	3B.3. Maintaining writing portfolios	3B.3. Data notebook; PLC/ Lesson Plan notebook; PLC minutes Interim Benchmarks; Algebra and Geometry EOCs	
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

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

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<p><b>3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.</b></p>	<p>3D.1 There is a lack of motivation due to students' inability to understand the relevance of math to their future goals.</p>	<p>3D.1. Implement life applications in lessons. Tailor lessons to fully engage each student. Spiral the curriculum to be inclusive of past, current, and future standards.</p>	<p>3D.1. Coaches and Administrators, Classroom instructors</p>	<p>3D.1. PLC discussions and minutes; lesson plans; classroom observations</p>	<p>3D.1. Interim Benchmarks; Algebra and Geometry EOCs</p>		
<p>Algebra 1 Goal #3D:  Decrease the number of students in SWD subgroup not making satisfactory progress in Algebra 1 by 8%</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>83% [54]</p>	<p>75%[49]</p>					

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		<p>3D.2. Some students do not have high expectations for their own learning</p>	<p>3D.2. Implement frequent data chats and develop portfolios that reflect individual student achievement and its relation to school grade and goals.</p> <p>Foster a college-prep culture by incorporating ACT and SAT problem sets to challenge and create a competitive atmosphere.</p> <p>Use effective questioning techniques designed to promote deeper learning</p>	<p>3D.2. Coaches and Administrators, Classroom instructors</p>	<p>3D.2. PLC discussions and minutes; lesson plans; classroom observations</p>	<p>3D.2. . Interim Benchmarks; Algebra and Geometry EOCs</p>	
		<p>3D.3. Lack of differentiated instruction</p>	<p>3D.3. Teacher will implement regular differentiated lessons.</p>	<p>3D.3. Coaches and Administrators, Classroom instructors</p>	<p>3D.3. PLC discussions and minutes; lesson plans; classroom observations</p>	<p>3D.3. Interim Benchmarks; Algebra and Geometry EOCs</p>	



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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<p><b>3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.</b></p>	<p>3E.1. Students are deficient in skills and background knowledge</p>	<p>3E.1. Provide remediation and enrichment opportunities during after school tutoring sessions, Saturday School, and expanded access to the media center's resources</p> <p>Provide professional development for teachers in strategies to build background knowledge for content areas.</p>	<p>3E.1. Math Coach and Administration</p>	<p>3.E.1. PLC discussions and minutes; lesson plans; classroom observations</p>	<p>3.E.1. Interim Benchmarks; Algebra and Geometry EOCs</p>		

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Algebra 1 Goal #3E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Decrease the number of students in Economically Disadvantaged subgroups not making satisfactory progress in Algebra 1 by 7%.							
	71% [218]	64% [197]					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

*End of Algebra 1 EOC Goals*

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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		

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

<p><b>1. Students scoring at Achievement Level 3 in Geometry.</b></p>	<p>1.1. Lack of motivation due to students' inability to understand the relevance of math to their future goals.</p>	<p>1.1. Implement life applications in lessons.  Tailor lessons to fully engage each student.  Spiral the curriculum to be inclusive of past</p>	<p>1.1. Coaches, teachers, and administrators</p>	<p>1.1. Increase evidence of teacher use of engagement strategies in lesson planning.  Have ESE facilitator present for PLC meetings. Also incorporate student feedback on effective strategies</p>	<p>1.1. Data notebook; PLC/ Lesson Plan notebook; PLC minutes; Interim Benchmarks; Geometry EOC.</p>		
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		<p>current,</p> <p>and future standards.</p> <p>Incorporate specific and proven strategies from ESE support facilitation and research-based practices</p> <p>Teachers, in collaboration with the coaches, will design rigorous and engaging lessons.</p>					
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Geometry Goal #1:	2012 Current Level of Performance .*	2013 Expected Level of Performance .*					
<b>Increase the number of students achieving a proficient score on the Geometry I EOC by 4%.</b>							
	<b>64% [300]</b>	<b>69% [436]</b>					
		1.2. Lack of prerequisite knowledge.	1.2. Use focus lessons, pullouts, push-ins, tutoring, and Saturday School. Implement reflections from lesson plans and exit slips. Follow the RTI model.	1.2. Coaches, teachers, and administrators	1.2. Classroom observations and PLC discussions.	1. Data notebook; PLC/Lesson Plan notebook; PLC minutes; Interim Benchmarks	
		1.3. Literacy	1.3. Implement the weekly writing initiative, the CCSS 8 mathematical practices, and Math KFC.	1.3. Coaches, teachers, and administrators	1.3. 2. Classroom observations and PLC discussions.	1.3. Writing portfolios; Data notebook; PLC/Lesson Plan notebook; PLC minutes; Interim Benchmarks	
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.</b></p>	<p>2.1. Lack of motivation due to students' inability to understand the relevance of math to their future goals.</p>	<p>2.1. Implement life applications in lessons. Tailor lessons to fully engage each student. Spiral the curriculum to be inclusive of past, current, and future standards.</p>	<p>2.1. Academic Coaches, Administrators, Classroom instructors</p>	<p>2.1. PLC discussions and minutes; lesson plans; classroom observations</p>	<p>2.1. Data notebook; PLC/ Lesson Plan notebook; PLC minutes Interim Benchmarks; Geometry EOC</p>		
<p><b>Geometry Goal #2:</b> <b>Increase the number of students achieving above proficiency on the Geometry EOC by 7%.</b></p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><b>24% [113]</b></p>	<p><b>31% [196]</b></p>					



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		<p>2.2. Some students do not have high expectations for their own learning.</p>	<p>2.2. Implement frequent data chats and portfolios that reflect individual student achievement and its relation to school grade and goals.</p> <p>Foster a college-prep culture by incorporating ACT and SAT problem sets to challenge and create a competitive atmosphere.</p> <p>Use effective questioning techniques designed to promote deeper learning.</p> <p>Implement the weekly writing initiative, do Math KFC daily, and incorporate the CCSS 8 Mathematical practices in the lessons.</p>	<p>2.2. Academic Coaches and Administrators</p>	<p>2.2. PLC discussions and minutes; lesson plans; classroom observations and writing portfolios.</p>	<p>2.2.. Data notebook; PLC/ Lesson Plan notebook; PLC minutes Interim Benchmarks; Geometry EOC</p>	
		<p>2.3. Lack of rigorous instruction/ tasks for gifted students</p>	<p>2.3. Teachers will implement higher-order questioning.</p> <p>Teachers will be involved in video lesson studies to improve lesson development.</p> <p>Teachers will implement the weekly writing initiative, do Math KFC daily, and incorporate the CCSS 8 Mathematical practices in the lessons.</p>	<p>2.3. Academic Coaches and Administrators</p>	<p>2.3. PLC discussions and minutes; lesson plans; classroom observations</p>	<p>2.3. Data notebook; PLC/ Lesson Plan notebook; PLC minutes Interim Benchmarks; Geometry EOC</p>	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
<b>3A. In six years, school will reduce their achievement gap by 50%.</b>	<b>Baseline data 2011-2012</b>						
<u>Geometry Goal #3A:</u> <i>Enter narrative for the goal in this box.</i>							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

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<p><b>3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.</b></p>	<p>3B.1. There is a lack of motivation due to students' inability to understand the relevance of math to their future goals.</p> <p>White: Black: Hispanic: Asian: American Indian:</p>	<p>3B.1. Implement life applications in lessons. Tailor lessons to fully engage each student. Spiral the curriculum to be inclusive of past, current, and future standards.</p>	<p>3B.1. Coaches and Administrators and classroom instructors</p>	<p>3B.1. PLC discussions and minutes; lesson plans; classroom observations.</p>	<p>3B.1. Data notebook; PLC/ Lesson Plan notebook; PLC minutes Interim Benchmarks; Geometry EOC</p>		
<p><u>Geometry Goal #3B:</u> Decrease the number of students in subgroups not making satisfactory progress in Geometry by 3% for White and 7%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>White: 17% [28] Black: 48% [120] Hispanic: 35% [8] Asian: 7% [1] American Indian: 0%</p>	<p>White: 14% [5] Black: 41% [103] Hispanic: Asian: American Indian:</p>					

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		3B.2. Some students do not have high expectations for their own learning.	3B.2. Implement frequent data chats and develop portfolios that reflect individual student achievement and its relation to school grade and goals.  Foster a college-prep culture by incorporating ACT and SAT problem sets to challenge and create a competitive atmosphere.  Use effective questioning techniques designed to promote deeper learning	3B.2. Coaches and Administrators	3B.2. PLC discussions and minutes; lesson plans; classroom observations.	3B.2. Data notebook; PLC/ Lesson Plan notebook; PLC minutes Interim Benchmarks; Algebra and Geometry EOCs	
		3B.3. Literacy	3B.3. Implement the weekly writing initiative, the CCSS 8 mathematical practices, and Math KFC.	3B.3. Coaches and Administrators	3B.3. Maintaining writing portfolios	3B.3. Data notebook; PLC/ Lesson Plan notebook; PLC minutes Interim Benchmarks; Algebra and Geometry EOCs	

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

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<p><b>3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.</b></p>	<p>3D.1 There is a lack of motivation due to students' inability to understand the relevance of math to their future goals.</p>	<p>3D.1. Implement life applications in lessons. Tailor lessons to fully engage each student. Spiral the curriculum to be inclusive of past, current, and future standards.</p>	<p>3D.1. Coaches and Administrators, Classroom instructors</p>	<p>3D.1. PLC discussions and minutes; lesson plans; classroom observations</p>	<p>3D.1. Data notebook; PLC/ Lesson Plan notebook; PLC minutes Interim Benchmarks; Geometry EOCs</p>		
<p><u>Geometry Goal #3D:</u>  Decrease the number of students in SWD subgroups not making satisfactory progress in Geometry by 5%.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p>54% [22]</p>	<p>49% [20]</p>					

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		<p>3D.2. Some students do not have high expectations for their own learning</p>	<p>3D.2. Implement frequent data chats and develop portfolios that reflect individual student achievement and its relation to school grade and goals.</p> <p>Foster a college-prep culture by incorporating ACT and SAT problem sets to challenge and create a competitive atmosphere.</p> <p>Use effective questioning techniques designed to promote deeper learning</p>	<p>3D.2. Coaches and Administrators, Classroom instructors</p>	<p>3D.2. PLC discussions and minutes; lesson plans; classroom observations</p>	<p>3D.2. . Data notebook; PLC/Lesson Plan notebook; PLC minutes Interim Benchmarks; Geometry EOCs</p>	
		<p>3D.3. Lack of differentiated instruction</p>	<p>3D.3. Teacher will implement regular differentiated lessons.</p>	<p>3D.3. Coaches and Administrators, Classroom instructors</p>	<p>3D.3. PLC discussions and minutes; lesson plans; classroom observations</p>	<p>3D.3. Data notebook; PLC/ Lesson Plan notebook; PLC minutes Interim Benchmarks; Geometry EOCs</p>	



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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroup:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
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<p><b>3E. Economically Disadvantaged students not making satisfactory progress in Geometry.</b></p>	<p>3E.1. Some students do not have high expectations for their own learning</p>	<p>3E.1. Implement frequent data chats and develop portfolios that reflect individual student achievement and its relation to school grade and goals.</p> <p>Foster a college-prep culture by incorporating ACT and SAT problem sets to challenge and create a competitive atmosphere.</p> <p>Use effective questioning techniques designed to promote deeper learning</p>	<p>3E.1. Coaches and Administrators, Classroom instructors</p>	<p>3E.1. PLC discussions and minutes; lesson plans; classroom observations</p>	<p>3E.1. Data notebook; PLC/ Lesson Plan notebook; PLC minutes Interim Benchmarks; Geometry EOCs</p>		
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Geometry Goal #3E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Decrease the number of students in Economically Disadvantaged subgroup not making satisfactory progress in Geometry by 5%							
	38%[85]	33% [74]					
		3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

*End of Geometry EOC Goals*

**Mathematics Professional Development**

<p><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.</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

**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
<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

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<b>Subtotal:</b>			
<b>Total:</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>	1.1.	1.1.	1.1.	1.1.	1.1.		
<b>Science Goal #1:</b> <i>Enter narrative for the goal in this box.</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>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		
<b>Science Goal #2:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level of Performance:*</u>	<u>2013Expected 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>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

*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 Achievem</b>						



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	<b>ent</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		

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<p><b>1. Students scoring at Achievement Level 3 in Biology 1.</b></p>	<p>1.1. Students are not proficient in reading informational text.</p>	<p>1.1. Teachers will implement reading strategies into core content through the reading instructional focus.</p> <p>Teachers will close reading, Comprehension Instructional Sequence, and weekly writing assignments.</p> <p>Teachers will increase SLC (9<sup>th</sup>) and PLC collaboration.</p> <p>Teachers will implement “Knowledge for College”, our school-wide vocabulary</p>	<p>11.1. Teachers, Administration, Coaches</p> <p>Teachers, Administration, Coaches</p> <p>Teachers, Administration, Coaches</p> <p>Teachers, Academic Coaches</p> <p>Teachers, Academic Coaches</p>	<p>1.1. Comparison of FAIR AP 1, 2, &amp; 3; Biology IBA Winter and Spring; District LSAs</p>	<p>1.1. Inclusion of, but not limited to, short response, sample quick writes, portfolios, mini-assessments, teacher-made assessments, District LSAs, and Biology EOC.</p>		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

	<p>acquisition program, and incorporate content vocabulary acquisition strategies.</p> <p>Teachers will improve student vocabulary via the use of (but not limited to) context clues, KFC (both school-wide and content specific), word wall, concept maps, etc.</p> <p>Teachers will provide students with reading supports such as guided reading and graphic organizers.</p>					
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<p><b>Biology 1 Goal #1:</b> 47% of students enrolled in a Biology course will achieve proficiency on the Biology EOC.</p>	<p><u>2012 Current Level of Performance:*</u></p>	<p><u>2013 Expected Level of Performance:*</u></p>					
	<p><i>44%</i></p>	<p><i>47%</i></p>					
		<p>1.2. Students lack background knowledge and foundational skills.</p>	<p>1.2. Teachers will incorporate instructional focus lessons following the gradual release model, according to the reading instructional focus.</p>	<p>1.2. Academic Coaches, Administrators</p>	<p>1.1. Comparison of FAIR AP 1, 2, &amp; 3; Biology IBA Winter and Spring; District LSAs</p>	<p>1.2. Regular assessments, teacher observation, and progress monitoring assessments</p>	
		<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	
<p>Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:</p>	<p>Anticipated Barrier</p>	<p>Strategy</p>	<p>Person or Position Responsible for Monitoring</p>	<p>Process Used to Determine Effectiveness of Strategy</p>	<p>Evaluation Tool</p>		

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<p><b>2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.</b></p>	<p>2.1. Students are not proficient in reading informational text.</p>	<p>2.1. Teachers will implement reading strategies into core content through the reading instructional focus, close reading, Comprehension Instructional Sequence, and weekly writing assignment.</p> <p>Teachers will increase SLC (9<sup>th</sup>) and PLC collaboration.</p> <p>Teachers will implement “Knowledge for College”, our school-wide vocabulary acquisition program, and</p>	<p>2.1. Teachers, Administration, Coaches</p>	<p>2.1. FAIR AP 1, 2 &amp; 3; Biology IBA Winter and Spring</p>	<p>2.1. Inclusion of, but not limited to, short response, sample quick writes, portfolios, mini-assessments, quizzes, and Biology EOC.</p>		
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		<p>incorporate content vocabulary acquisition strategies.</p> <p>Teachers will improve student vocabulary via the use of (but not limited to) context clues, KFC (both school-wide and content specific), word wall, concept maps, etc.</p> <p>Teachers will provide students with reading supports such as guided reading and graphic organizers.</p>					
<u>Biology 1 Goal #2:</u>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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		2.2. Students lack background knowledge and foundational skills.	2.2. Teachers will incorporate instructional focus lessons following the gradual release model, according to the reading instructional focus.	2.2. Teachers, administration, and coaches	2.2. FAIR AP1, 2 & 3; Biology IBA Winter and Spring	2.2. Regular assessments, teacher observation, progress monitoring assessments, Biology EOC	
		2.3.	2.3.	2.3.	2.3.	2.3.	

*End of Biology 1 EOC Goals*

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**Science 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

**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
<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 Science Goals*

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

**Writing Goals**

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

<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>	IA.1. The FCAT scoring expectations have changed.	IA.1. Include other departments (social studies, ROTC, science) in the training for scoring essays.	IA.1. Administrators.	IA.1. District Timed Writings	IA.1. FCAT Writes		
<u>Writing Goal #1A:</u> <i>Increase the percentage of students scoring at Level 3 and higher by 4% .</i>	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
	54	59					

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		IA.2. Same	IA.2. Hold professional development for the groups mentioned above to standardize scoring of shorter essays and paragraphs.	IA.2. Academic Coaches	IA.2. DTW	IA.2. FCAT Writes	
		IA.3. Limited amount of time to devote to writing in the classroom. Not all faculty and teachers participated in the school wide writing plan. Lack of student motivation/ interest in writing and writing improvement.	IA.3. ELA teachers will focus in-class practice time on writing portions of the essay ELA 9 and 10 include daily writing instruction in lesson plans. Administrators and coaches will participate in quarterly writing push-ins. Increased monitoring by administrators. Following DTWs, 9 <sup>th</sup> and 10 <sup>th</sup> grade level teams will meet to conference about target students, share student portfolio work and discuss strategies to improve student performance Incentivize student performance on DTWs and FCAT Writes.	IA.3. Administrators. Academic coaches Administrators and coaches Administrations Grade level administrator ELA 10 teachers, academic coaches and administration	IA.3. DTW	IA.3. FCAT Writes	
<b>1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.</b>	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Writing Goal #1B: NA	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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

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**Writing 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
Training other departments (social studies, ROTC, science) in scoring essays.	9 and 10, social studies, science and ROTC	Academic coaches	9 and 10, social studies, science and ROTC	September 2012	Grade-level meetings and administrative monitoring	Administration

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

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
<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 Writing Goals*

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

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

<b>Civics 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 Civics.</b>	1.1.	1.1.	1.1.	1.1.	1.1.		
<b>Civics Goal #1:</b> <i>Enter narrative for the goal in this box.</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>					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

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Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
<b>2. Students scoring at or above Achievement Levels 4 and 5 in Civics.</b>	2.1.	2.1.	2.1.	2.1.	2.1.		
<b>Civics Goal #2:</b> <i>Enter narrative for the goal in this box.</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>					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	



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

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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
<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 Civics 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. Insufficient background knowledge of US History.	1.1. Summer reading requirement with teacher follow-up at the start of the school year.  Provide students with video clips from United Streaming to increase background knowledge and provide review.	2. Classroom teacher , academic coaches , and administration will assure that summer reading is being used appropriately for classroom instruction.	1.1. Teacher/Administrator, monitoring note books.	1.1. Monitoring notebook		

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<b>U.S. History Goal #1:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
<i>Enter narrative for the goal in this box.</i>							
	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
		1.2. Lack of research, study, and test-taking skills and strategies.	1.2. Upper level classrooms will be working with ACT test-taking strategies, Saturday School programs, TARGET programs and implementation of study groups.	1.2. Classroom teachers and administrators.	1.2. Teacher/administrator, monitoring notebooks.	1.2. Monitoring notebook	
		1.3. Lack of student engagement resulting in low performance on assessments.	1.3. Provide students with clips from United Streaming with questions, incorporate more hands-on projects and assignments, participate in school-based history fair, and participate in Disney Educator for history days.	1.3. Classroom teachers and academic coaches	1.3. Teacher monitoring notebooks.	1.3. Monitoring notebook.	
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.	2.1.	2.1.	2.1.	2.1.		
<b>U.S. History Goal #2:</b>	<b>2012 Current Level of Performance:*</b>	<b>2013 Expected Level of Performance:*</b>					
<i>Enter narrative for the goal in this box.</i>							

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

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

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

**U.S. History Professional Development**

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

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

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

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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 U.S. History Goals*

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

**bAttendance 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		



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

<p><b>1. Attendance</b></p>	<p>1.1. Telephone numbers for students/parents are not accurate.</p>	<p>1.1. Hold a “Verification Day” during first period during first two weeks of school. Teachers will call parents of each student in the first period class and record results of the contact calls on a school-wide database. Teachers will enter corrected, verified telephone numbers in database. A designated clerk will enter the corrected and verified information in Genesis.</p>	<p>1.1. Faculty Administrators</p>	<p>1.1. ParentLink Bad Number Report.</p>	<p>1.1. Decrease in bad numbers (ParentLink Bad Number Report)</p>		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

Attendance Goal #1: <i>Improve attendance.</i>	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	The current attendance rate for 2012 was 96.75%.	The expected attendance rate for 2013 is 100%.					
	<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>					
	The current number of students with excessive absences was 3.25%.	The expected number of students' with excesses absences for 2013 is 10%.					
	<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>					
	The current number of students' with excessive tardies was 10%.	The expected number of students' with excessive tardies for 2013 is 5%.					
		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**

**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
School Attendance Intervention Team training	All	District attendance social worker	All	Early release	attendance reports	Administrators

**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		

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

<p><b>1. Suspension</b></p>	<p>1.1. Student apathy toward school promotes inappropriate behavior.</p>	<p>1.1. Provide professional development to assist teachers in building relationships with students through on going study of professional literature and book studies.  Provide professional development to assist teachers with classroom management strategies (C.H.A.M.P.S. Training)  Continue with the “Adopt-a-Buc” Mentoring Program.  Fully implement the S2S student mentoring program.</p>	<p>1.1. Foundations Team Administrators  Foundations Team Administrators  Faculty</p>	<p>1.1. School Climate Surveys Monthly discipline reports SLC meeting minutes  Professional Development sign in sheets Monthly discipline reports</p>	<p>1.1. Student apathy toward school promotes inappropriate behavior.</p>		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<u>Suspension Goal #1:</u> We will reduce suspensions by 5%.	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>					
	2575	2446					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	2575	2446					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	153	145					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	210	199					
		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**

**Suspension 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>						
<p>PD Content /Topic and/or PLC Focus</p>	<p>Grade Level/ Subject</p>	<p>PD Facilitator and/or PLC Leader</p>	<p>PD Participants (e.g. , PLC, subject, grade level, or school-wide)</p>	<p>Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)</p>	<p>Strategy for Follow-up/Monitoring</p>	<p>Person or Position Responsible for Monitoring</p>
<p>CHAMPs Classroom Management</p>	<p>All 9-12</p>	<p>PLC Lead Teacher</p>	<p>School-wide</p>	<p>November 2010 and continuing monthly</p>	<p>Classroom observations by administrators and teacher mentors.</p>	<p>Assistant Principals PDF</p>

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

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

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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		

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

<p><b>1. Dropout Prevention</b></p>	<p>1.1. Probability of a student dropping out increases if the student is overage</p>	<p>1.1. Provide alternative programs such as, Learning and Credit Recovery, and Florida Virtual School to support graduation requirements.</p> <p>Publicize alternative programs with students and parents.</p> <p>Develop and implement school-wide monitoring plan for teachers, guidance counselors and administrators to monitor quarterly progress of over-age students.</p>	<p>1.1. Teachers, guidance counselors, administrators, registrar</p>	<p>1.1. Florida Virtual Schools status reports; Compass Odyssey reports</p>	<p>1.1. Florida Virtual School credit report; graduation rate</p>		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<p><u>Dropout Prevention</u> <u>Goal #1:</u></p> <p><i>Enter narrative for the goal in this box.</i></p> <p><i>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</i></p>	<p><u>2012 Current Dropout Rate:*</u></p>	<p><u>2013 Expected Dropout Rate:*</u></p>					
	<p><i>Enter numerical data for dropout rate in this box.</i></p>	<p><i>Enter numerical data for expected dropout rate in this box.</i></p>					
	<p><u>2012 Current Graduation Rate:*</u></p>	<p><u>2013 Expected Graduation Rate:*</u></p>					
	<p><i>Enter numerical data for graduation rate in this box.</i></p>	<p><i>Enter numerical data for expected graduation rate in this box.</i></p>					

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

		<p>1.2. High number of students retained in 9th and 10th grades</p>	<p>1.2. Provide alternative programs such as, Learning and Credit Recovery, Florida Virtual School to support graduation requirements.</p> <p>Increase “one-on-one time” between guidance counselors and students, monthly check-ins to monitor student progress.</p> <p>Provide surveys for at-risk students to pinpoint specific needs.</p>	<p>1.2. Teachers, guidance counselors, administrators</p>	<p>1.2. Quarterly Curriculum Reviews; data chats; Compass Odyssey grade recovery reports</p>	<p>1.2. Progress reports; report cards; Compass Odyssey reports</p>	
		<p>1.3. High absentee rate</p>	<p>1.3. Provide professional development on highly engaging classrooms to motivate students to attend school.</p>	<p>1.3. Teachers, guidance counselors, administrators</p>	<p>1.3. Attendance records Student grades</p>	<p>1.3. Graduation rate</p>	

**Dropout Prevention Professional Development**

<p><b>Professional Development (PD) aligned with Strategies through Professional Learning</b></p>							
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<b>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
Compass Odyssey	ALL	Compass Odyssey Lead Teacher	All teachers, administrators, guidance counselors	Ongoing	Sign-in sheets, quarterly curriculum review, Compass Odyssey reports	Administrators

**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

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<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		



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

<p><b>1. Parent Involvement</b></p>	<p>1.1. Parents lack information about opportunities for parent involvement.</p>	<p>1.1. Increase parent membership and participation in PTSA by advertising the meetings and holding three general information sessions during the school year.</p> <p>Have PTSA envelopes at Open House during Homeroom and have Homeroom teachers approach parents to join.</p> <p>Increase communication with parents through quarterly newsletters sent via U.S. mail, weekly electronic newsletters,</p>	<p>1.1. Principal, Faculty, PTSA president, SAC chairperson</p>	<p>1.1. Parents lack information about opportunities for parent involvement.</p>	<p>1.1. Increase parent membership and participation in PTSA by advertising the meetings and holding three general information sessions during the school year.</p> <p>Have PTSA envelopes at Open House during Homeroom and have Homeroom teachers approach parents to join.</p> <p>Increase communication with parents through quarterly newsletters sent via U.S. mail, weekly electronic newsletters, and regular phone messages sent via the School Messenger system.</p> <p>The School Advisory Council (SAC) will host monthly sessions to update parents on school improvement</p>		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

	<p>and regular phone messages sent via the School Messenger system.</p> <p>The School Advisory Council (SAC) will host monthly sessions to update parents on school improvement issues.</p> <p>Establish partnerships with locate businesses to assist with communication within the community.</p>			<p>issues.</p> <p>Establish partnerships with locate businesses to assist with communication within the community.</p>		
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

<p><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></p>	<p><u>2012 Current Level of Parent Involvement:*</u></p>	<p><u>2013 Expected Level of Parent Involvement:*</u></p>					
	<p><i>PTSA membership included 15 parents, SAC membership included 7 parents, and FCAT Parent Nights were attended by 10 parents.</i></p>	<p><i>PTSA membership will be at least 18 parents, SAC membership will include at least 8 parents, and FCAT Parent Nights will be attended by at least 12 parents.</i></p>					

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		<p>1.2. Parents do not understand the importance of parent involvement in assisting with reading, math, and college-readiness strategies.</p>	<p>1.2. Host “periodic meetings” with parents to explain their students’ data and intervention strategies available for the students.</p> <p>Host “nights of access” to provide parents access to computers and information about how to use the grade portal, Compass Odyssey, FCAT Explorer, and the ACT and SAT web sites to assist their students in reading, math, and college-readiness.</p> <p>Host FCAT Parent Nights to inform parents of the FCAT requirements and strategies they can use at home.</p> <p>Leverage all extracurricular (athletics, music and JROTC) meetings to communicate school-wide academic goals and progress.</p>	<p>1.2. Administrators</p>	<p>1.2. Attendance surveys, increase in number of students who are college-ready, Interim Benchmark assessments</p>	<p>1.2. FCAT, Advanced Placement test scores</p>	
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**2012-2013 School Improvement Plan (SIP)-Form SIP-1**

		1.3 Assist with struggling readers.	1.3. Create a Book Club for students.  Include tips for working with struggling readers in each parent publication (newsletters and electronic newsletters).	1.3. Academic Coaches, Intensive Reading Teachers and Faculty.	1.3 Attendance and participation in Book Club	1.3. FCAT, FAIR	
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**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
	OnCourse Website training	All	Technology Coach	All teachers	October	Review web sites	Technology Coach

**Parent Involvement Budget**

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

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

<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)*

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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

<p><u>STEM Goal #1:</u></p> <p><b>A major focus of the planning and development of our STEM program is to be as inclusive as possible in our approach. Encouraging interdisciplinary teaching approaches and supporting efforts with staff development and curriculum writing efforts.</b></p>	<p>1.1.</p> <p>Getting everyone to buy in with the goals set from the beginning of the year.</p>	<p>1.1.</p> <p>Provide training and curriculum writing time to teachers implementing STEM programs during the 2012-2013 school year and beyond.</p>	<p>1.1.</p> <p>Dr. Archer as well as other members of the STEM program.</p>	<p>1.1.</p> <p>Share outs to the faculty as well as quarterly goals set by the STEM team.</p>	<p>1.1.</p> <p>On-going feedback from training also provided throughout the school year in 2012-2013 as these programs are being implemented.</p>
	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>
	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>
<p><b>STEM Goal(s)</b></p>	<p><b>Problem-Solving Process to Increase Student Achievement</b></p>				
<p>Based on the analysis of school data, identify and define areas in need of improvement:</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><u>STEM Goal #1:</u></p> <p><i>Enter narrative for the goal in this box.</i></p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>	<p>1.1.</p>

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	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 professional development or PLC activity.</small>						
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)**

<b>CTE 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

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

<p><u>CTE Goal #1:</u></p> <p>To increase the number of students who obtain MOUS Industry Certification during 2012-2013 to 50% of those who are eligible to take examination.</p>	<p>1.1. Students are deficient in skills and background knowledge which impedes their ability to pass Industry Certification exams.</p> <p>Students have difficulty in reading and understanding exam questions.</p> <p>Students do not grasp the importance of having Industry Certifications.</p> <p>Students lack motivation to engage in rigorous reading tasks that will improve their success on Industry Certification exams.</p>	<p>1.1. Teachers will develop study guides for students for each section of the exam.</p> <p>Provide remediation and enrichment opportunities during after-school tutoring sessions.</p> <p>Focus in-class practice time on portions on the Industry Certification exam.</p> <p>Provide reward system for students who are successful on each section of the MOUS certification.</p>	<p>1.1. CTE Instructors</p>	<p>1.1. Will be measured by the number of students who successful pass the MOUS Certification Exam.</p>	<p>1.1. MOUS Certification Exam</p>
	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>	<p>1.2.</p>

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	1.3.	1.3.	1.3.	1.3.	1.3.
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**CTE 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 professional development or PLC activity.</small>						
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
MOUS Training	9-12	District Resource Coaches	CTE Instructors	Aug. 2012- June 2013	Monitor number of students Passing each section of MOUS throughout the year.	CTE Instructors

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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
<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 CTE Goal(s)*

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**Additional Goal(s)**

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

Additional Goal: Safety	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		
<b>1. Additional Goal - Safety</b>	1.1. Current procedures regarding hall passes	1.1. No hall passes during lunch period	1.1.	1.1.	1.1.		
<b>Additional Goal #1:</b> <i>Enter narrative for the goal in this box.</i>	<u>2012 Current Level</u> :*	<u>2013 Expected Level</u> :*					

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	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
		1.2. Lack of appropriate response time and communication concerning safety issues	1.2. Vests for hall passes with teacher room number on them.	1.2.	1.2.	1.2.	
		1.3. Multiple points of entry	1.3. Teachers with classrooms next to points of entry must check between classes to make sure points of entry are secure.	1.3.	1.3.	1.3.	
		1.4 Lack of student knowledge concerning safety	1.4 Provide training for students and teachers on safety	1.4 School Resource Officer			
		1.5 Lack of enforcement of student id policy	1.5 SRO explains the importance of having a student ID in your possession Enforce the ID policy				
		1.6 Lack of lighting in stairwells					

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		1.7 Teacher involvement in the hallway					
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**Additional Goals 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 professional development or PLC activity.</small>						
PD Content /Topic and/or PLC Focus	Grade Level/ Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring



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

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
<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 Additional Goal(s)*

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

Please provide the total budget from each section.	
<b>Reading Budget</b>	<b>Total:</b>
<b>CELLA Budget</b>	<b>Total:</b>
<b>Mathematics Budget</b>	<b>Total:</b>
<b>Science Budget</b>	<b>Total:</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>

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<b>Grand Total:</b>
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**August 2012  
Rule 6A-1.099811  
Revised April 29, 2011**

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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

Are you reward school? Yes No

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

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

**School Advisory Council (SAC)**

*SAC Membership Compliance*

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

Yes  No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.
The School Advisory Council will meet monthly to review the school’s academic progress on Benchmark Assessments, Learning Schedule Assessments, Five Question Assessments, FAIR, PERT and other assessments. This organization will continue to seek methods to improve parental involvement and increased community support.

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

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Describe the projected use of SAC funds.	Amount
SAC funds will be used to provide student incentives and help support other School Improvement goals.	\$2500. 00